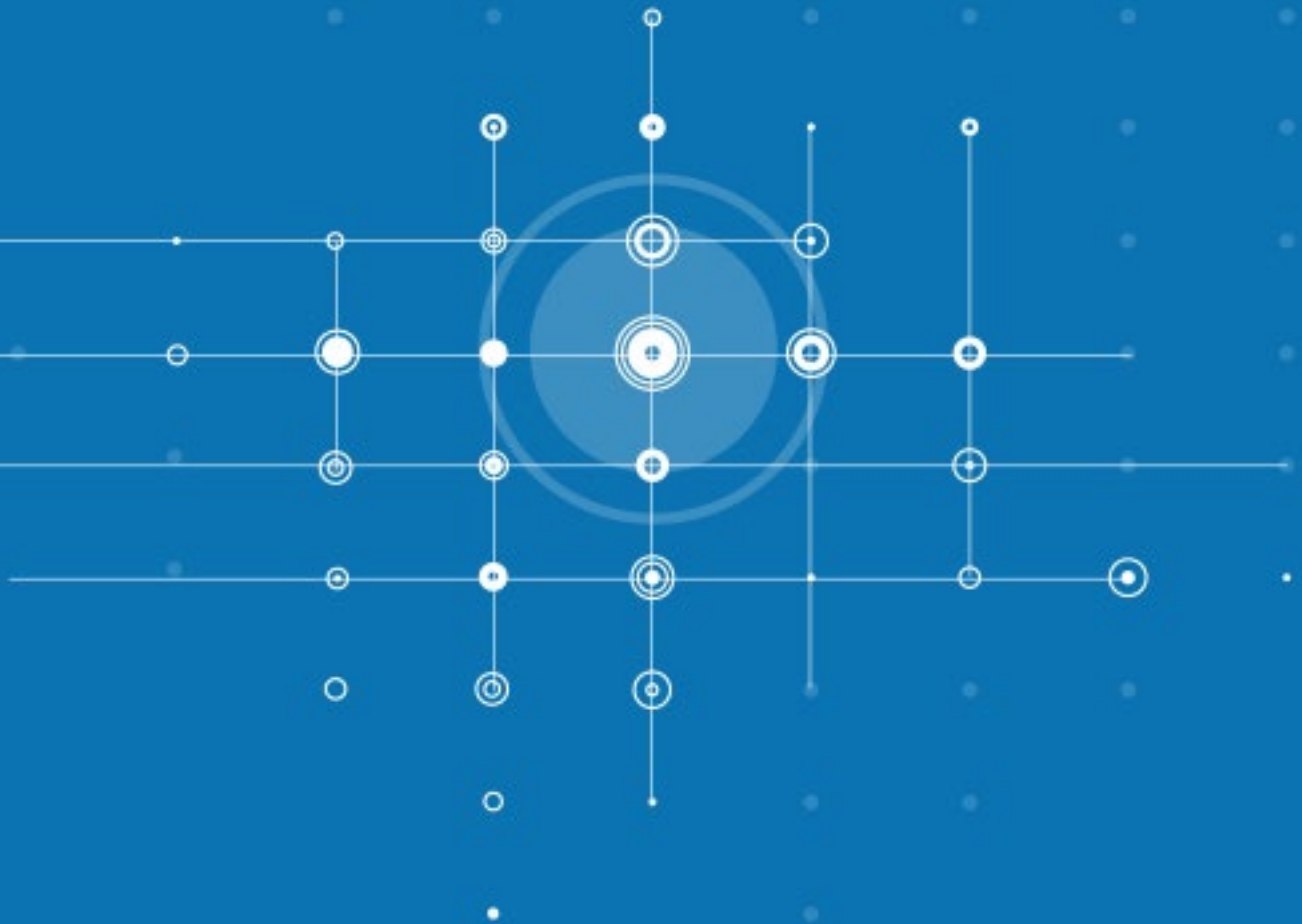


KNOWING WHAT WORKS



Cooperation and Leadership

Corporate Strategic Evaluation – Main Report
Conducted on behalf of GIZ by external evaluators

As a federal enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

GIZ's Evaluation Unit reports directly to the Management Board. It is separate from GIZ's operational business. This organisational structure strengthens its independence. The Evaluation Unit is mandated to deliver evidence-based findings and generate recommendations for decision-making, to provide credible evidence of results and to increase the transparency of findings.

The evaluation was conducted and the evaluation report prepared by external evaluators commissioned by the Evaluation Unit. All opinions and assessments expressed in the report are those of the evaluators. GIZ has prepared a statement on the findings and a management response to the recommendations.

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Layout/design etc.:

DITHO Design GmbH, Cologne
now [nau], kommunikative & visuelle gestaltung,
Frankfurt

Bonn 2022

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Abbreviations

| | |
|-----|--|
| AGG | General Act on Equal Treatment |
| AIZ | Academy for International Cooperation |
| CDI | Cultural Diversity Initiative |
| GIZ | Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH |
| HR | Human Relations |
| KuF | Cooperation and Leadership |
| M&E | Monitoring and Evaluation |
| OU | Organisational unit |
| USE | Corporate strategic evaluation |

Statement

Corporate strategic evaluations are evaluations selected by GIZ on its own responsibility and conducted by the Evaluation Unit on behalf of the Management Board. They evaluate strategic topics relating to GIZ's corporate development and/or service delivery. Corporate strategic evaluations support evidence-based decisions, organisational learning and accountability. As an instrument, corporate strategic evaluations are consistently geared to benefits for the company. This is done during all phases of the evaluation, from identifying the topic and specifying the object of the evaluation in detail to determining the design, disseminating the findings and implementing the recommendations.

In order to successfully meet the challenges of an increasingly complex world of work and those posed by the digital transformation, GIZ is developing and testing new, more flexible forms of leadership and cooperation. In a company-wide participatory process in 2018, Germany-based staff, and field staff from various work areas formulated four principles that have guided cooperation and leadership (KuF) at GIZ ever since: Co-create Meaning, Cooperate in Diversity, Practice Adaptive Leadership and Experiment & Innovate. In a second phase of the KuF process, the principles were widely communicated within the company in 2019, and in a third phase (2020/21) they were mainstreamed in internal processes. Many organisational units were also supported in their KuF practices. The evaluation presented here was conducted to accompany phase 3 of the KuF process and was intended to contribute to a results-oriented design of the KuF process, a strengthening of the positive impacts of KuF practice as well as timely identification and mitigation of negative impacts. The evaluation team built on the findings of a previous corporate strategic evaluation on GIZ's corporate culture (2018/19) and examined in greater depth the topic of diversity, which is not only contained in a KuF principle but is also addressed in numerous formal processes and informal initiatives at GIZ, a signatory to the German Diversity Charter.

Support for learning and adaptive process steering were the focus of this formative evaluation. A principles-based evaluation was conducted based on the approach of Michael Quinn Patton, the founder of developmental evaluation. The subject of such an evaluation does not contain clearly defined targets but guiding principles that are reflected and evaluated. Internal evaluators from the Evaluation Unit worked closely with the responsible KuF team and external evaluators from Mainlevel Consulting and the IMAP Institute to provide timely evidence for management. Within the framework of a mixed methods design, qualitative and quantitative surveys were conducted alternately. Every GIZ staff member in Germany and in partner countries, as well as all development workers, were given the opportunity to take part in two company-wide online surveys that asked about the awareness and usefulness of the KuF principles at the beginning and end of the evaluation period. In order to assess KuF practice, the evaluation team worked with the KuF core team to break down the KuF principles into specific behaviours. From this they developed a questionnaire. The KuF survey was used to assess KuF practices by 150 teams involving over 1,800 people using a specially developed IT tool. GIZ managers were also surveyed using similar questions. A detailed description of the methodological approach is provided in section 1.5 and in a separate methodology paper. Interviews with key individuals and focus group discussions were conducted to investigate GIZ's understanding of diversity and its diversity culture. Some quantitative surveys were expanded to include specific items on these topics. Key findings from these methodological steps were published in a separate diversity report.

Thanks to the scientifically based approach and broad stakeholder participation, this corporate strategic evaluation has delivered valid results. From GIZ's perspective, the evaluation was methodologically sound and conducted on a flexible and needs-oriented basis. Thanks to the IT tool, which allowed teams to independently assess their KuF practice, the evaluation itself became a measure to promote KuF that met with great interest. Interim results of the evaluation were also used for KuF team steering decisions and for planning ongoing funding of KuF from 2022.

The report is the product of the commissioned external evaluators. The conclusions and recommendations of the evaluation team (see section 6), which are addressed in the management response below, incorporate findings from a large part of the data collection steps – with the exception of findings on the focal topic of diversity which go beyond KuF. They were matched with current processes during a workshop with representatives of relevant company units. The evaluation report and management response were discussed by GLZ management in the Strategy Circle and adopted by the Management Board. An implementation agreement is being developed on this basis.

Management response

In order to successfully meet the challenges of an increasingly complex world of work and the digital transformation, GIZ has developed four principles of good cooperation and leadership (KuF). The corporate strategy evaluation of phase 3 of the KuF process presented here has provided evidence for process steering and learning, in particular regarding a results-oriented design of the KuF process, reinforcement of the positive impacts of KuF practice and the timely identification and mitigation of negative impacts.

As part of this accompanying developmental evaluation, the Evaluation Unit worked closely with the KuF core team and external evaluators to meet the needs for evidence on a flexible basis. After publishing the interim results of two online surveys (perception survey and management survey), the findings flowed directly into the KuF core team's communication strategy and preparation of a leadership paper. The digital KuF-in-Action tool developed as part of the corporate strategic evaluation was used by 150 teams with over 1,800 members to assess and reflect on their KuF practice.

The management response presented here is the response by GIZ's management to the recommendations given by the external consultants in the evaluation's main report: they are shared, accepted in part or rejected, depending on how their relevance and usefulness for the company are assessed. An implementation agreement is being drawn up for shared and partly accepted recommendations: it contains measures, responsibilities, time frames and notes about communication. Twice a year, the Evaluation Unit monitors the extent to which the agreed measures have been implemented.

Recommendation 1: KuF needs operationalisation.

Courses of action:

- Link to interpretation guide for GIZ staff who want to hone their understanding of the KuF principles and would like more guidance.
- Proactive marketing and dissemination of interpretation guide including revision of the format/layout.
- Conduct annual webinars on KuF based on the interpretation guide.



The recommendation is accepted in part. Operationalisation of the KuF principles as part of the corporate strategic evaluation was helpful. However, it also occurs through other formats, for instance exchanges between managers, via the Practitioners' and Ambassadors' Network and in the teams that actively deal with the KuF principles and apply them to their own working practices. The interpretation guide developed as part of the corporate strategic evaluation is already available on the KuF IDA page and will be conceptually revised by the Evaluation Unit.


Recommendation 2: KuF practice at GIZ should be monitored.

Courses of action:

- Conduct another survey after one year (e.g., January 2023) with voluntary organisational units via the KuF-in-Action tool to determine whether the survey questions and statements (which form the basis of the above-mentioned interpretation guideline) are still valid and will remain

suitable for a third survey – particularly if many GIZ staff have already progressed in their KuF practice.

- If necessary, adapt the survey questions and interpretation guide based on findings and feedback.




The recommendation is accepted in principle and the importance of KuF monitoring is underlined. The Evaluation Unit is to propose a process to this end, identifying when it will conduct a further survey and to whom in the regular structure the survey will be addressed, and indicating how the findings will be used. If the KuF-in-Action tool is no longer available, the survey can also be conducted in Askallo. If the survey questions are developed further, this should reflect the GIZ strategy and corporate culture.

Recommendation 3: KuF practice must be demonstrated and demanded.

Courses of action:

- Continuous communication from the Management Board and management level 1 that KuF – even if it is no longer a priority management theme – is still important in the company.
- Continuous incentivisation by incorporating KuF into daily routines (e.g., staff assessment and development talks, leadership dialogue, annual objectives, participation in the KuF Practitioners' Network, etc.).
- Development of 'peer exchange formats' for regular and 'more straightforward' exchange on KuF.




The recommendation is accepted in principle. The role of management level 1 is to be reflected in the Strategy Circle in the light of the corporate strategic evaluation findings and KuF project report. KuF will be included in the feedback form for managers from June 2022 and will be adopted using transparency in line management in Parts A and C of the staff assessment and development talks and thus made discussable for the leadership dialogue. In addition, the KuF principles were included in the observation sheets of the OPAL selection procedure, band 5 module and the STEP potential identification process. Peer exchange works in existing formats such as the Practitioners' and Ambassadors' community. With publication of the KuF orientation paper for managers, further exchange formats for managers could be developed by the HR Department.

Recommendation 4: Managers should be trained as change agents.

Courses of action:

- Conduct a second needs assessment among managers to determine how best to support managers in practising KuF.
- Specific KuF training measures for managers at different levels (which induces many positive effects). See above: this applies not only to official training courses, but also to on-the-job learning measures.
- Conduct training for managers in partner countries on how to deal with uncertainty in complex contexts as a sub-dimension of the Practice Adaptive Leadership principle, to better prepare them for complex or changing contexts (with a positive impact on Experiment & Innovate). This

applies not only to official training courses, but also to on-the-job learning measures.




The recommendation is accepted in principle but does not imply any new measures: no further needs assessment is required at this stage as there are findings to build on. Managers should not be overburdened, to prevent them from abandoning their existing commitment to KuF. KuF is already integrated into existing leadership development formats such as Excellence in Cooperation and Leadership. Special training measures for managers in fragile contexts should not be conducted under the KuF label.

Recommendation 5: KuF practice needs to be energised and further developed.

Courses of action:

- Prepare media-compatible success stories about KuF and communicate these success stories in different languages accordingly.
- Provide an overview of possible KuF measures as a pool of ideas for other staff (including variants of agile meetings).
- Design specific training courses on team building and team cooperation, taking more account of the principles of Co-create Meaning and Cooperate in Diversity. See above: this applies not only to official training courses, but also to on-the-job learning measures.




The recommendation is accepted in principle. Internal Communications regularly publishes success stories. Other formats could be considered for this. An overview of (agile) formats suitable for KuF practice is available with the KuF toolbox on the IDA site. This should continue to be maintained, updated and communicated. A new team-building format, 'Team stocktaking and strengthening collaborations', offers systematic team observation and development based on KuF principles, which will be established following a pilot phase. Managers can get guidance on this via IDA (HR and Career Development).

Recommendation 6: GIZ should actively address diversity in the company.

Courses of action:

- Communication on the importance of diversity skills for personal development; training on diversity and integration that focuses more on the commonalities between team members (rather than on differences).
- Identification of (external) diversity advisors to support teams.
- Continuous incentivisation by transferring diversity into daily routines (annual objectives and HR development measures in staff assessment and development talks, management feedback for the sub-dimensions of Cooperate in Diversity, etc.).



The overarching recommendation is accepted, even if not all courses of action seem plausible or relevant.
Training courses on diversity, anti-discrimination and integration are already in prepara-

tion. However, cross-team training courses and training for managers are planned. A focus on commonalities between the team members therefore does not seem useful. Rather, the focus should be on openly addressing discrimination and developing prevention strategies as part of diversity training. In contrast to the identification of (external) diversity advisors to support teams, it seems appropriate to make use of expertise on this issue that already exists in the company. The expertise of internal diversity experts is particularly relevant, as they also have relevant knowledge of GIZ structures, development cooperation and selected cultural contexts in GIZ partner countries. An overview of internal experts is to be created and continuously maintained on the IDA page on this issue by the HR Department. The Diversity focus report already provides an initial basis for identifying internal experts. Continuous incentivisation is already taking place by addressing diversity in management feedback. In addition, it is generally possible to formulate individual performance objectives on diversity. Further measures could be set out in the implementation agreement.



Accepted



**Partly accepted/
rejected**



Rejected

Evaluation report

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Mainlevel Consulting AG

Key findings of the corporate strategic evaluation:

| No. | Findings |
|-----|---|
| | Familiarity and usefulness |
| 1 | In interaction with other KuF formats (e.g., Ambassadors' assignments), the operationalisation of KuF principles carried out as part of the corporate strategic evaluation generated an understanding of KuF that was perceived as clear and offering guidance. |
| 2 | Familiarity with the KuF principles has increased across the company during the evaluation period. |
| 3 | Greater familiarity with the KuF principles over time does not necessarily mean that the principles are also perceived as more useful. |
| | KuF in a complex environment |
| 4 | There are indications that in a complex environment (e.g., in crisis contexts), KuF does not provide clear and directional guidance, but only works indirectly through internalised changes of attitude. However, more specific studies are required before more robust statements can be made on this matter. |
| 5 | Due to the high degree of internalisation among managers, there is a good chance that KuF will be sustainably mainstreamed in the company. According to the empirical results, if engagement with KuF shall have a positive effect via the influence of managers, even in complex and changing contexts, it is particularly useful to support managers in partner countries in dealing with uncertainty in complex contexts (to improve the principle of Practice Adaptive Leadership). |
| 6 | Flexible further development of KuF principles and adaptation to changing contexts is easily possible. |
| | Limiting conditions |
| 7 | Engagement with KuF is not impeded by performance and/or time pressure. KuF could therefore be a work attitude that is both task and process independent. |
| 8 | The four KuF principles are complementary. Engagement with one KuF principle is not at the expense of the other principles. |
| 9 | Different understandings of diversity make dialogue on the principle of 'Cooperate in Diversity' difficult. |
| 10 | It cannot be ruled out that KuF practice will suffer as soon as KuF is no longer a priority management theme for the company and disseminated by a project team. |
| | Engagement and adaptation |
| 11 | In the (short) intervention period, a perceived increase in the practice of all four KuF principles was demonstrated for all who participated in the surveys. The highest rate of change can be seen in Experiment & Innovate. |

| No. | Findings |
|-----|---|
| 12 | The varying degrees of engagement with the KuF principles between different staff groups show that KuF practice is also context dependent. |
| 13 | Agile meeting formats are most often used to practise the KuF principles in the respective organisational unit/context. |
| | Hindering and enabling factors |
| 14 | Managers who are not open to KuF hinder engagement with KuF. |
| 15 | The more managers actively support KuF practice, the better it is integrated into team routines. |
| 16 | The more managers respond to the needs and potential of their team members, the better KuF practice contributes to internalisation of the principles among team members. |
| 17 | The more managers from higher hierarchical levels actively promote KuF, the more firmly the principles will be mainstreamed in GIZ. |
| 18 | The more team members play an active role in KuF practice, the better the KuF results. |
| 19 | The greatest contribution to achieving KuF objectives and internalising KuF is made by stories of 'good practice' from other teams. |
| | Positive and negative results |
| 20 | Team development that is aligned with KuF is perceived more positively when information about KuF is provided in a language that the team understands and when implementation of KuF is supported by organisational development experts. Stories of 'good practice' from other teams have the biggest influence on positively perceived team development. |
| 21 | Engagement with KuF leads to improved achievement of KuF objectives, increased satisfaction with KuF outcomes and greater KuF internalisation. In addition, greater exposure to the principles of Co-create Meaning and Cooperate in Diversity has a significant positive effect on team cooperation and team development. |
| | Corporate culture |
| 22 | It is not possible to make general statements about the influence of KuF on all dimensions of a corporate culture as part of this corporate strategic evaluation. |
| 23 | High approval and internalisation rates are an indication that KuF has the potential to positively influence corporate culture. |

| No. | Findings |
|-----|---|
| 24 | KuF can have a positive influence on the culture of creativity because (intensive) engagement with KuF promotes above all the principle of Experiment & Innovate in all sub-dimensions. The sub-dimension 'Think outside the box' stands out, showing a sharp increase over a short period of time. |
| 25 | However, it can also be assumed that the culture of creativity will be strengthened, since intensive engagement with KuF also results in the Experiment & Innovate principle being strongly promoted, including among managers who are so crucial to cultural change. |
| 26 | Engagement with KuF can positively change cooperation, but in the subjective perception of some GIZ staff it does not always lead to an improvement in cooperation. |
| | Diversity |
| 27 | Many measures and initiatives reinforce the importance of diversity at GIZ. |
| 28 | There is no uniform understanding of diversity at GIZ. At the same time, many different diversity dimensions are relevant. |
| 29 | National staff rate the diversity characteristics at GIZ and their benefits higher than all other staff groups. |
| 30 | Managers rate the diversity characteristics at GIZ and their benefits higher than staff without leadership responsibility. |
| 31 | Diversity and the benefits of diversity were perceived less at German locations than abroad. |
| 32 | KuF is conducive to the diversity culture in terms of the presence of the topic and engagement with diversity at team level. With national staff and development workers, KuF has not yet been able to 'take effect' to the same extent as with other staff groups. |
| 33 | KuF does not seem to be able to prevent the negative effects of perceived diversity. Perceived diversity reinforces social categorisation processes and – contrary to the theoretical assumption – makes no positive impact on information processing in either Survey 1 or Survey 2. |
| 34 | Engagement with KuF can have a positive impact on diversity culture, especially if managers have a positive attitude towards diversity, push for equal opportunities and actively counter discrimination. |
| 35 | Only 50 per cent of the sub-dimensions of Cooperate in Diversity showed an increase in practice during the evaluation period. However, it can be assumed there will be positive spillover effects from the other KuF principles in the long term. |

1 Introduction

1.1 Objective of the report

As part of this corporate strategic evaluation, which was commissioned in late 2020, many different data collections were conducted in 2021 and 2022, the results of which were published in various short papers. The objective of this report is to summarise key findings from all interim products and put them in context with the latest data collections of 2022.

1.2 Background to the evaluation

In 2017, the Management Board of the Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH initiated the Cooperation and Leadership (KuF) process, in which the GIZ staff formulated four principles for all hierarchical levels. These principles define the framework for cooperation and leadership and replace the previously applicable guiding principles for staff and guiding principles for managers set out in the GIZ Corporate Principles. In 2018, the GIZ Evaluation Unit commissioned Mainlevel Consulting AG to conduct a corporate strategic evaluation of the corporate culture. Key findings were that GIZ staff would like to see more cross-departmental cooperation and creative scope, as well as managers who play a formative role in shaping the corporate culture and assume a key role as change agents. In the light of this and based on the results of the corporate culture evaluation, the GIZ Management Board commissioned another corporate strategic evaluation to accompany the third phase (see below) of the GIZ-wide KuF process.

1.3 Phases of KuF and the KuF principles at a glance

GIZ's KuF process can be divided into the following phases:

- a. Phase 1 in 2018: Company-wide, cross-hierarchical development of four KuF principles.
- b. Phase 2 in 2019: Consolidation, exchange, and further development ('stress testing') as well as operationalisation of the KuF principles to create a common understanding.
- c. Phase 3 in 2020/21: 'Horizontal growth', i.e., expansion of implementation, especially in partner countries, and 'vertical growth', i.e., alignment with and adaptation of internal processes and instruments. Key activities included:
 - i. Integration of KuF in HR instruments and processes
 - ii. Scaling-up through networks and multipliers (KuF Ambassadors' programme)
 - iii. Support for teams in learning and experimenting (the evaluation was part of this activity)
 - iv. Integration of KuF in training measures and development of learning opportunities
 - v. Communication of KuF within the company

The following figure shows the four KuF principles at a glance, including the sub-dimensions agreed on by GIZ staff following the first two phases of the KuF process. They represent an important first operationalisation step, which marked both the launch of this corporate strategic evaluation in content terms and provided a basis for the corporate strategic evaluation.

The 4 KuF Principles at a Glance



Co-create Meaning



- # Widen your perspective – take other views into account
- # Inspire and be inspired – sense-making is a collective process
- # Be aware of the bigger picture and reflect on the purpose of your work
- # Share your vision and develop a common understanding of the way forward



Cooperate in Diversity



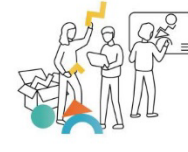
- # Leverage and build on the diversity of ideas, knowledge and perspectives (e.g. age, ethnic origin & nationality, gender, physical and mental ability, religion & worldview, sexual orientation & identity)
- # Create a respectful environment that reduces the potential of discrimination and stand up for equal rights and opportunities for all colleagues
- # Create inclusive spaces and processes that enable collaboration beyond silos and across hierarchies
- # Co-create with clients, partners and other stakeholders
- # Use digital tools responsibly to improve how we cooperate



Practice Adaptive Leadership



- # Take the lead
- # Consciously define and adapt roles and responsibilities
- # Foster mentoring and learning across roles
- # Embrace uncertainty in complex settings
- # Enable agile and digital work
- # Empower individuals and teams to deliver, focusing on each other's strengths
- # Ensure transparency in your actions



Experiment & Innovate



- # Think outside the box
- # Be courageous and proactively develop new ways of working in your context
- # Experiment in short iterations and understand failures as a way of learning
- # Share your success stories and failures so that they become opportunities
- # Use digital technologies as an enabler and game changer
- # Invest resources and seize opportunities to foster a culture of innovation

Figure 1: KuF principles and guiding definitions (= sub-dimensions)

1.4 About this evaluation

Mainlevel Consulting AG (hereinafter referred to as Mainlevel) was commissioned with the implementation of the corporate strategic evaluation on KuF. The overarching objectives can be summarised as follows:

- a. Assessment of the four KuF principles and how they are seen within the company
- b. Assessment of the impact of KuF practices by selected organisational units (OUs) in GIZ
- c. Evidence-based project management and learning within GIZ in relation to the:
 - i. culturally sensitive design of measures,
 - ii. strengthening of positive impacts,
 - iii. timely identification and mitigation of negative impacts.

Formative and developmental evaluation

While traditional summative evaluations assess past results and outcomes, this corporate strategic evaluation continuously collected, assessed and reflected on data with the KuF core team to promote learning and evidence-based process management. This meant that process management was planned and implemented in a modular way, thus considering the needs of the participating organisational units in GIZ that arose in the course of the KuF process.

The task was carried out as a 'developmental evaluation'. This took the form of a modular, co-creative process between GIZ and Mainlevel, aimed at constant learning, flexible implementation, and continuous use of interim results. All evaluation steps built on previous steps and yielded significant findings, which led to next steps.

1.5 Methodological approach and different data collections

It is an undisputed scientific fact that behavioural changes are difficult to measure. To deal with the complexity despite this fact, the evaluation team used a mixed methods design for the corporate strategic evaluation. First, a comparative analysis of documents combined with interviews and participatory workshops helped to narrow down fields of observation and develop hypotheses. While this qualitative approach provided many insights, results remained at an anecdotal level. For this reason, online surveys were developed based on standardised items from renowned scientific publications and which therefore have a high degree of reliability and validity. These quantitative interviews with teams and managers either verified or falsified the findings of the qualitative evaluation steps across a large sample of respondents from different functions and a variety of GIZ locations.

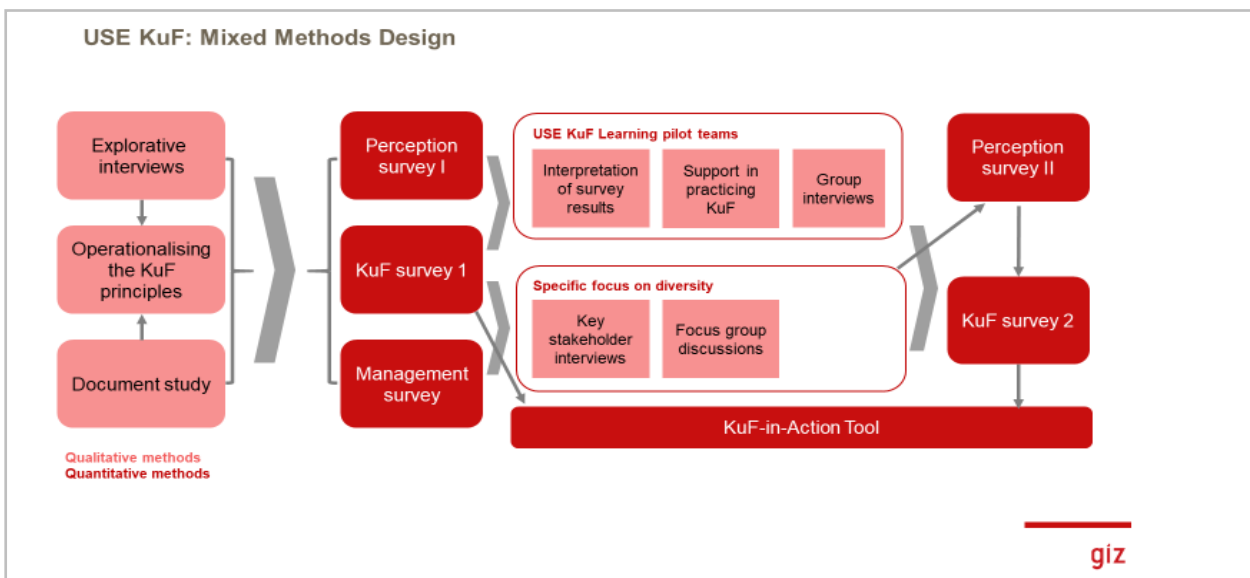


Figure 2 Methodological approach

This multi-stage triangulation of methods had numerous advantages over exclusively qualitative or quantitative survey methods. While qualitative methods have limitations when it comes to generalising results, purely quantitative methods are often unable to fully explain an issue. The multi-stage procedure selected for this evaluation, which alternated between qualitative and quantitative measurement instruments (see Figure 2), made it possible to develop a deeper understanding of the GIZ context. Based on many interviews and workshops, the quantitative survey items were adapted to the specific circumstances. The group interviews also allowed to categorise the insights gained from the surveys and thus create a holistic picture.

From the four KuF principles to survey items

How could the KuF principles be made measurable for teams, organisational units and managers practising KuF? The principles were made more specific as sub-dimensions ('hashtags') during the initial phases of the KuF process. These sub-dimensions were ultimately further operationalised by breaking them down into smaller 'constructs' to capture actual and specific behaviours, norms, attitudes and other (psycho-)social phenomena that can be observed in teams or individuals. Based on a comprehensive review of literature in scientific journals, robust and scientifically recognised survey items (=survey questions) were identified for each construct. The KuF principle *Co-create Meaning*, for example, has the sub-dimension *Widen your perspective*. For the survey, this was further broken down into constructs such as 'search for information', 'participation in decision-making' and 'acceptance and validation of opinions'. Based on the literature and current studies, the 'search for information' was then translated into survey items such as 'taking time to understand a task' or 'looking at a task from multiple perspectives'. A comprehensive overview of all principles,

The results presented in this paper were derived from an analysis of the following interim evaluation products/steps (chronological order). Details of the robust methodological approach can be found in Annex 3:

- a. Document analysis
- b. Analysis of feedback in bilateral discussions at the start of the evaluation
- c. Perception Survey 1 (company-wide online survey, n = 2635)
- d. Management survey (= online survey of managers, n = 1096)
- e. KuF Survey 1 (= online survey of all voluntary organisational units, n = 1128)
- f. Feedback from nine bilateral workshop sessions with participating organisational units (learning pilots (see below) to reflect on the findings of KuF Survey 1 and to identify KuF measures)
- g. Feedback from KuF support initiatives to all organisational units to reflect on specific questions from KuF Survey 1 (also known as = KuF Clinics)
- h. Feedback from nine group interviews with learning pilot teams to reflect on KuF measures conducted after KuF Survey 1
- i. Perception Survey 2 (company-wide online survey, n = 1650)
- j. Focus group discussions and bilateral interviews as part of the focal topic of diversity
- k. Feedback from the KuF Steering Committee to reflect on the findings of Perception Surveys 1 and 2
- l. KuF Survey 2 (= 2nd online survey of all voluntary organisational units, n = 570)
- m. Feedback from KuF support initiatives to all organisational units to reflect on specific questions from KuF Survey 2 (also known as = KuF Clinics)
- n. Feedback from the user workshop to discuss findings

1.6 Selection of learning pilot teams

A call for applications was launched in early 2020 to identify 10 organisational units (learning pilots) to pilot both the way KuF is measured and an IT-based monitoring tool. A total of 20 organisational units applied for this pilot phase. The Evaluation Unit first grouped these organisational units according to categories of work contexts defined by the KuF core team (Germany-based/partner country, operational/service provider), then drew lots within the categories and selected 10 organisational units. The 10 organisational units not selected (as well as all other GIZ organisational units) were invited to use the IT-based monitoring tool independently. This enabled them to assess the current status of their KuF practice and set priorities as described above.

Learning pilots

- a. Business Development Botswana & SADC
- b. Country offices of Bolivia and Paraguay and the Administrative Service Unit Bolivia
- c. Human Relations Department – Core team #destinationHR (6000)
- d. Focus project 'Digitalised end-to-end business processes' (discontinued)
- e. G100 – Economy, Social Affairs, Digitalisation, KuF Innovation Board
- f. Sports for Development in Africa Regional Project
- g. ProCEM (Promotion of a Climate-friendly Electricity Market in the ECOWAS Region)
- h. CRED (Global Programme 'Policy Advice for Climate Resilient Economic Development', Benin)
- i. ISECO (Initiative for economic stabilisation and youth employment, Tunisia)
- j. 2030 Agenda Initiative (Mexico)

2 Evaluative support as a KuF intervention

This evaluation can be seen as a relevant part of activity iii) Supporting teams with learning and experimenting, in phase 3 of the KuF process. After all, the 10 learning pilots were selected not only to gather information about KuF practice or to meet the need for information and objectives of the evaluation, but also to specifically support them in operationalising and engaging with the KuF principles. In addition to existing KuF initiatives and measures such as the KuF Ambassadors' Programm, etc., this corporate strategic evaluation also led to many positive spillover effects that had an impact on both awareness and perception of KuF and on the way KuF is practised.

The above-mentioned IT-based monitoring tool can be considered as a KuF intervention as part of the evaluation support that enabled the learning pilots to i) complete both KuF Survey 1 and KuF Survey 2, ii) assess the current status (baseline) of their KuF practice following the first KuF Survey, iii) use the results of the first KuF Survey as inspiration and food for thought to discuss and identify possible KuF interventions for the future, and iv) compare the results of KuF Survey 1 with the results of KuF Survey 2. The title chosen for the IT-based

monitoring tool – KuF-in-Action – underpins the positive spirit associated with KuF. In KuF Survey 2, the KuF-in-Action tool was even ranked among the most frequently used support measures. However, since all survey participants were required to answer questions via the KuF-in-Action tool, it can be assumed that the evaluation reflects a positive bias in favour of the tool, despite its evident positive influence.

As mentioned above, each learning pilot was given the opportunity to reflect on the findings of the first KuF survey in joint workshops with the Evaluation Unit, the KuF core team and Mainlevel. The results of the individual learning pilots were compared with the total sample (i.e., the data of all learning pilots combined) in order to discuss issues, potential KuF intervention areas and KuF measures based on the needs of the respective organisational unit, as well as possible quick gains, all on the basis of the survey findings. Feedback from the learning pilots showed that the workshops following KuF Survey 1 indeed led to a better understanding of KuF and the approach underlying the corporate strategic evaluation, and that the findings served as inspiration for future KuF measures.

The evaluative monitoring was not limited to participating learning pilots but extended to all organisational units participating in the survey via the KuF-in-Action tool. For example, numerous factsheets and other support documents were developed and distributed, many bilateral meetings were held and peer meetings between teams were facilitated during the corporate strategic evaluation. KuF Clinic Sessions were also organised, which enabled participating organisational units to clarify questions about the methodological approach and/or interpretation of findings displayed in the KuF-in-Action tool. According to feedback from several participants, these measures also contributed to an increased interest in KuF and in further participation in the evaluation.

3 Perceptions of the KuF principles

3.1 Usefulness of the KuF principles

- **Are the principles perceived as clear, offering guidance and applicable?**
- **Do they provide guidance for decision-making, and are they useful for setting priorities and inspiring?**

Finding 1: In interaction with other KuF formats (e.g., Ambassadors' assignments), the operationalisation of KuF principles carried out as part of the corporate strategic evaluation generated an understanding of KuF that was perceived as clear and offering guidance.

In the interviews with GIZ staff conducted at the start of the evaluation, it was repeatedly pointed out that although the KuF process was considered inspiring, it was often not clear what was expected of staff members. There was a lack of specific objectives and indicators to orient oneself by.

'The KuF process is a very inspiring process' (GIZ staff member)

'It is not really clear what is expected from managers' (GIZ manager)

'Why can't a little help be given? If the objective is clearer, implementation is clearer' (GIZ manager)

As part of the corporate strategic evaluation, it was necessary to break down the KuF principles further (see

section 1) in order to make them measurable and comparable. These operationalisation steps that were taken to specify the KuF principles were found to be very helpful according to feedback from many staff in various data collection steps and reflection workshops, because they contributed to a common understanding within the company. As an interim product of this evaluation, interpretation guides have emerged from these operationalisation steps which, firstly, assign criteria and behaviours to the principles and thus provide an overview of the basis on which the evaluation was carried out. Secondly, they have helped people perceive the principles as being less abstract and thus clearer and offering greater guidance for KuF practice. The interpretation guide was translated into four languages (English, Spanish, French, Portuguese) and integrated into the KuF-in-Action tool to ensure this information was permanently accessible.

Even if, according to the feedback from GIZ staff, these interpretation guide still leaves room for interpretation in some cases, it can be stated that it has contributed in a positive sense to further discussion in the company and to clearer guidance in engaging with KuF.

'I (...) have to congratulate you for breaking down the quite theoretical KuF principles into very practical questions. I really appreciated the questions (...) and think this is a very good questionnaire to ask colleagues as part of their upward feedback to me, to also see how they see me vs how I see myself.' (Project manager, partner country)

As a result of the additional implementation of further support measures (see below) by the KuF Core Team and the Evaluation Unit, the KuF principles were also perceived as offering stronger guidance. Although the operationalisation using survey questions was helpful, operationalisation of the KuF principles was additionally achieved through engagement with and appropriation of the KuF principles with the survey findings within the teams. Operationalisation of the principles as part of the KuF corporate strategic evaluation is therefore an important additional approach alongside other formats (e.g., peer exchanges for managers, Ambassadors' assignments). Overall, operationalisations in the survey and proposed behavioural anchors worked in combination with engagement with the principles within the team. In this context, statistical regression also provided significant evidence for the hypothesis that 'the more team members are aware of the objectives, the better the internalisation of the KuF principles'.

Finding 2: Familiarity with the KuF principles has increased across the company during the course of the evaluation.

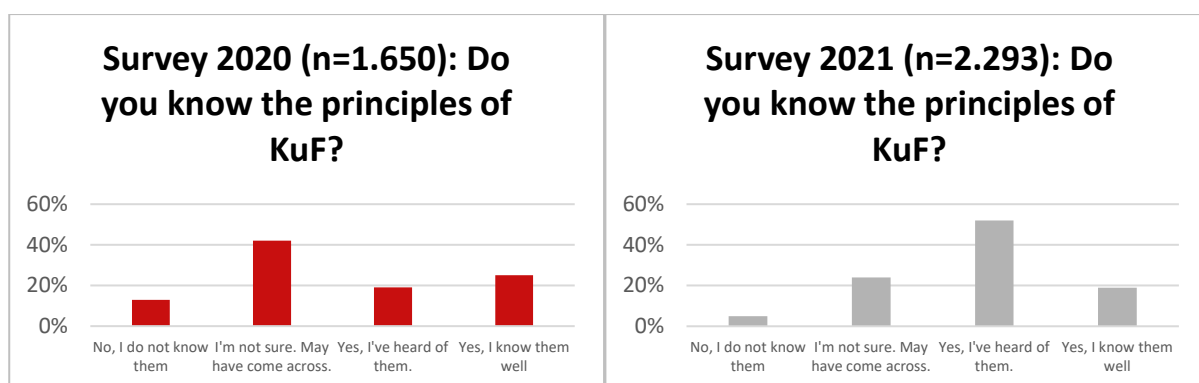


Figure 3: Familiarity with the KuF principles

While only 44 per cent of GIZ staff members confirmed their familiarity with the KuF principles in the Perception Survey 1 in 2020, this figure was over 70 per cent in Perception Survey 2. Staff in partner countries were the group of employees most familiar with the KuF principles (3.04 on a scale of 1-4). Development workers, on the other hand, were least familiar with the KuF principles (2.22). Managers with formal leadership responsibility (3.14) also confirmed greater familiarity with the KuF principles than staff without leadership responsibility (2.7).

An increased familiarity with the KuF principles was also confirmed in the Perception Surveys by means of a short ‘test’ of how well individual principles are recognised. Out of a list of 10 ‘principles’ (including the 4 KuF principles and 6 dummies), the actual KuF principles were selected with a greater hit rate in 2021 than in 2020. In 2021, almost two thirds of respondents correctly identified all four KuF principles. Staff in partner countries, Germany-based staff and national staff had the highest hit rate, while development workers had the lowest.

Finding 3: Greater familiarity with the KuF principles over time does not necessarily mean that the principles are also perceived as being more useful.

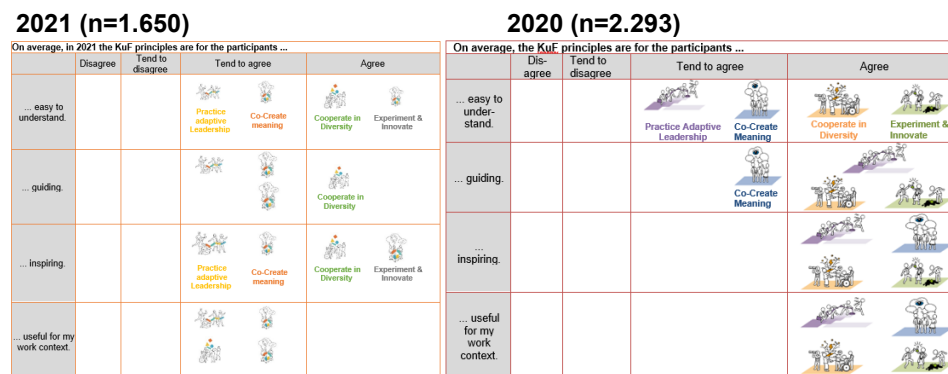


Figure 4: Usefulness of the KuF principles

The principles were perceived as offering less guidance, being less inspiring and less useful to staff in the 2021 Perception Survey than in the 2020 survey, in line with the criteria ('how principles should be') defined by Patton (2018)¹; however, the differences are small. This result is also partly in line with feedback from the group interviews conducted. Following more intensive engagement with the KuF principles, participants confirmed that the principles and operationalisations to date still left too much room for interpretation as to what can or may be understood by KuF. However, the findings can mainly be explained by the fact that more intensive engagement with the KuF principles also led to a more critical assessment. For example, it was reported back that during internal team discussions, the focus was no longer just on the potential added value of KuF, but also on potential limitations in its implementation.

'It makes a difference whether I'm applying KuF to a start-up with flat hierarchies and creative and free product design, or to a company like GIZ, with deep hierarchies (5-6 levels) and clients that tend to micromanage, like BMZ. KuF is important and helpful at GIZ (...), but it has to be done within the framework of guidelines and conditions that are predetermined by our business model'. (Manager, partner country)

However, the statistical findings should not be overplayed in this case. More intensive engagement with KuF and a vital endeavour to apply the principles in as tailored a way as possible for the company are to be rated more positively overall than a marginally lower usefulness score on an evaluation or Likert scale. One question raised by many organisational units in this context is whether simple examples, success stories about KuF or reports of experience presented in user-friendly form might in fact offer much more guidance and inspiration than other definitions. The positive impact of success stories was also statistically proven in KuF Survey 2 (see also findings below).

¹ Patton, M.Q. (2018), *Principles-Focused Evaluation: The GUIDE*. New York: Guilford Press.

3.2 KuF in a complex environment and changing contexts

- Do the KuF principles provide guidance in a complex environment where no linear causalities between intervention and outcome can be hypothesised?
- Can they be flexibly developed by users and adapted to changing contexts?

Finding 4: There are indications that in a complex environment (e.g., in crisis contexts), KuF does not provide clear and directional guidance, but only works indirectly through internalised changes of attitude. However, more specific studies are required before more robust statements can be made on this matter.

The term ‘complex environment’ was not further operationalised by the evaluation team during the various data collections. Instead, GIZ staff were given the opportunity to define this term for themselves. In most cases, a crisis context was associated with this term; as part of this evaluation it was not possible to prove whether KuF actually provides guidance in a crisis context. According to feedback from some managers, in a complex environment, clear guidelines and expectations for staff seem to provide more guidance than the KuF principles. According to some GIZ staff, however, this also depends on the character of people who want to work for GIZ, who sometimes do not possess a natural ‘KuF mentality’.²

‘KuF requires active, risk-taking, creative, responsible, committed staff members, who are eager to embark on new adventures. However, in times like these, but also during my time as a project manager in a crisis context, I have noticed that staff – at least mine – want clear announcements and guidelines, and the ‘joint testing’ processes proposed by me were generally seen as long-winded. They are much more interested in knowing exactly what is expected of them and what exactly the outcome should look like, so that mistakes can be avoided as far as possible, and work is done efficiently.’ (Manager, partner country)

However, this insight is not meant to imply that KuF is ineffective in a complex environment. For example, GIZ staff confirmed in group interviews that automatisms help to avoid mistakes in a complex environment and thus reduce individual work pressure. If certain KuF automatisms also become established over time and changes in attitudes towards the four principles are internalised, it is certainly possible that KuF can provide orientation even in a complex environment.

Finding 5: Due to the high degree of internalisation among managers, there is a good chance that KuF will be mainstreamed sustainably across the company. According to the empirical results, if engagement with KuF shall have a positive effect via the influence of managers, even in complex and changing contexts, it is particularly useful to support managers in partner countries in dealing with uncertainty in complex contexts (to improve the principle of Practice Adaptive Leadership).

² It must be emphasised, however, that no final answer can be given regarding KuF in complex or crisis contexts, and that more specific studies would be necessary.

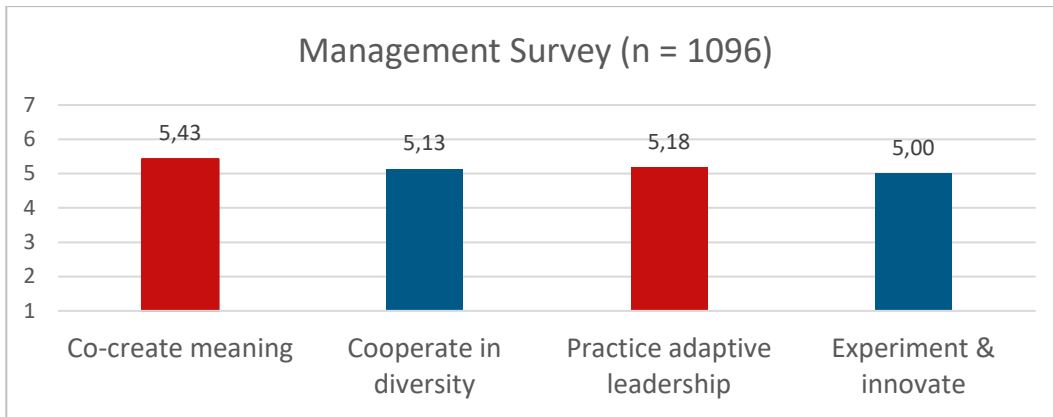


Figure 5: KuF principles for managers

As demonstrated in the corporate strategic evaluation on corporate culture, GIZ managers have a prominent position in the company and are role models in shaping a culture of cooperation and creativity (corporate strategic evaluation on GIZ corporate culture, 2019). Their attitudes and perspectives are therefore crucial for the implementation of the KuF principles in a complex environment or in changing contexts.

The results for all four KuF principles generally show high approval ratings and can thus be interpreted as an indication of a high degree of internalisation. This alone may give KuF high chances of success in a complex environment or in changing contexts. Managers have the highest average scores for Co-create Meaning, and the lowest for Experiment & Innovate. Furthermore, the managers show a very homogeneous response behaviour. There are virtually no differences between managers working in partner countries, other EU countries, the USA and Germany, nor between managers who manage internal service units and managers responsible for operations, nor for managers in different salary bands. It is only in the sub-dimension of 'Openness to/handling uncertainty in complex contexts' within the Practice Adaptive Leadership principle that

- a. managers who work in partner countries, other EU countries or the USA score lower than managers who work in Germany,
- b. managers who manage internal service units score lower than managers with responsibility for operational business.

However, a comparison between managers and staff without HR responsibility in KuF Survey 2 shows that managers overall have higher agreement values in this sub-dimension than staff without HR responsibility. In future measures to deal with uncertainty in complex contexts, particular focus should nevertheless be placed on managers in partner countries because of the influence they have on their staff.

Finding 6: Flexible further development of KuF principles and adaptation to changing contexts is easily possible.

As described in section 3.1, the operationalisation steps taken to specify the KuF principles were found to be very helpful. At the same time, it was also noted several times that the sub-dimensions and additional constructs that were identified within the principles still leave a lot of room for interpretation in many cases. For this reason, the evaluation team considers a flexible further development or a context-dependent interpretation of the KuF principles to be problem-free. The only fundamental question is whether the KuF principles should be limited to definitions or measures or should not simply describe a work attitude, as one manager noted in a group interview:

'KuF should ideally not be limited to definitions or specific measures. KuF should rather be a mindset of not always bowing to the status quo but being open to new ways and spreading the joy in a team that work can be fun through respectful cooperation as equals'.

(Manager)

3.3 Limiting or conflicting conditions

- Are there limiting or conflicting conditions?
- How do we deal with them?

Finding 7: Engagement with KuF is not impeded by performance and/or time pressure. KuF could therefore be a work attitude that is independent of both task and process.

In interviews and jointly conducted workshops with the learning pilots, many people reported that KuF was indeed a useful thing, but that they had little time for KuF in their daily work. This is mainly due to the objectives they are expected to achieve and the permanent pressure to perform. According to some GIZ staff, the longer processes often associated with KuF through more participatory approaches are at odds with these goals. Based on this feedback, the evaluation team formulated the hypothesis that 'the more KuF is perceived as an additional time-consuming activity, the less it is practised', in order to subject it to empirical testing in KuF Survey 2. Despite the perceptions reported in interviews, no statistical correlation could be found between the perceived time spent and engagement with KuF, so this hypothesis can be rejected. This also underpins the perception (see quote above, for example) that the core of KuF could lie in a task- or process-independent attitude to work and less in concrete processes and measures.

Finding 8: The four KuF principles are complementary. Engagement with one KuF principle is not at the expense of other principles.

At the start of this corporate strategic evaluation, concerns were occasionally expressed that simultaneous engagement with all four KuF principles might create conflict. In order not to jeopardise the practice of a principle, prioritisation may have to take place, or an order of priority be established. It proved possible to clearly refute this concern empirically as part of the corporate strategic evaluation. On the one hand, KuF Survey 1 and KuF Survey 2 show strong positive intercorrelations between the four KuF principles. These indicate that engagement with one principle is positively associated with engagement with the other principles. The intercorrelations even became stronger over time and are even higher in KuF Survey 2 than in KuF Survey 1. On the other hand, the response rate in KuF Survey 1 shows that only around 8 per cent of participants focus on individual principles, and in KuF Survey 2 only around 10 per cent. The vast majority of participants in KuF Survey 1 & 2 (> 90 per cent) stated that all principles were followed and consequently answered questions on all four principles. The focus on multiple principles underlines once again that KuF is more about attitudes than specific actions or practices involving individual principles that might be in conflict.

Finding 9: Different understandings of diversity make dialogue on the principle of 'Cooperate in Diversity' difficult.

At first glance, different understandings of diversity appear to be a limiting condition in terms of realising the KuF principle of 'Cooperate in Diversity'. They make it difficult to engage in dialogue on diversity and therefore to deal with diversity within the company. At the same time, however, it is precisely these different understandings that provide an occasion and important opportunities to exchange ideas about diversity. There are differences in what staff think of when they hear the term 'diversity'. For example, many staff members at GIZ equate diversity with 'internationality', which renders other dimensions such as disability or sexual orientation less visible. In addition, the understanding of diversity among some staff members is characterised by explicit references to academic concepts such as intersectionality. Many managers also refer to the German Diversity Charter. By contrast, the majority of staff have an understanding of diversity that is more likely to be shaped by everyday experiences and language.

Finding 10: It cannot be ruled out that KuF practice will suffer as soon as KuF is no longer a priority management theme for the company and disseminated by a project team.

With KuF as a priority management theme, managers had to 'account' for how they practised KuF. According to feedback from some managers and many GIZ staff, there is a danger that the new priority management themes set each year will push KuF further into the background. It would then depend very much on the intrinsic motivation of the managers whether KuF would continue to be supported. As some other findings in this corporate strategic evaluation show, a lack of support from managers may well be seen as detrimental to engaging with KuF.

'With KuF as a thematic priority area, managers had to 'account' to their superiors for all things they had done on KuF. When the focus is on profitability, this will certainly change.'
(Manager)

4 Practising the KuF principles and their impacts

4.1 Practising and adapting the KuF principles

- Are the principles practised, and how?
- How are they adapted to different contexts?

Finding 11: Over the (short) intervention period, there was a perceived increase in the practice of all four KuF principles among all who participated in the surveys. The highest rate of change can be seen in Experiment & Innovate.

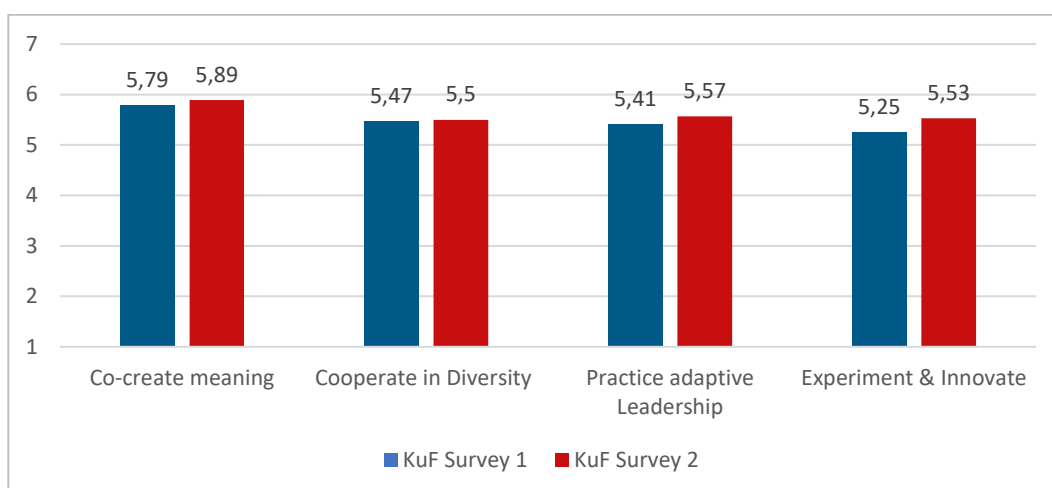


Figure 6: Comparison of findings for KuF Surveys 1 and 2

At the time of the initial survey (KuF Survey 1), all four principles were already being practised to a high degree, according to GIZ employees' own assessment. A comparison between the findings of KuF Survey 1 and KuF Survey 2 nevertheless shows an increase in practice, especially in the *Experiment & Innovate* principle, where the corresponding mean value increased from M (KuF 1) = 5.25 to M(KuF 2)= 5.35.

Co-create Meaning: In KuF Survey 2, stronger practice was perceived in four underlying sub-dimensions than in KuF Survey 1 (*Inspire and be inspired; Be aware of the bigger picture; Share your vision*). Only in the case of *Widen your perspective* was there no change in the respective mean value, which was constantly high at M=5.65 in both surveys.

Cooperate in Diversity: In KuF Survey 2, an increase was only recorded for the *Leverage and build on the diversity of ideas* sub-dimension. For all other underlying sub-dimensions, only a minimal, if any, increase in practice was found (*Create inclusive spaces; Co-create with clients; Use digital tools*). For the *Create a respectful environment* sub-dimension there was even a decline, from M (KuF 1) = 4.54 to M (KuF 2) = 4.15.

Practice Adaptive Leadership: In KuF Survey 2, an increase was observed in the following sub-dimensions: *Take the lead; Consciously define and adapt roles and responsibilities; Foster mentoring and learning across roles; Empower individuals and teams to deliver*. Comparing the sub-dimensions with each other, a generally low level of practice can be observed regarding *Embrace uncertainty in complex settings*. For this sub-dimension, the mean values were significantly lower than those for the other sub-dimensions, namely M (KuF 1) = 3.63 and M (KuF 2) = 3.61.

Experiment & Innovate: Almost all sub-dimensions (*Think outside the box; Be courageous; Experiment in short iterations; Share success stories; Foster a culture of innovation*) showed an increase in KuF Survey 2 compared to KuF Survey 1, except for *Use digital technologies as an enabler and game changer*. The difference for sub-dimension *Think outside the box* was particularly striking, rising from M(KuF 1)= 4.33 to M(KuF 2)= 5.73.

Finding 12: The varying degrees of engagement with the KuF principles between different groups of staff show that KuF practice is also context dependent.

Clear differences can be found between different staff groups on engagement with the KuF principles. In particular, differences are greatest for the two principles *Experiment & Innovate* and *Co-create Meaning* (see Figure 7). Here, the two staff groups of national staff and managers have the highest scores in practice overall.

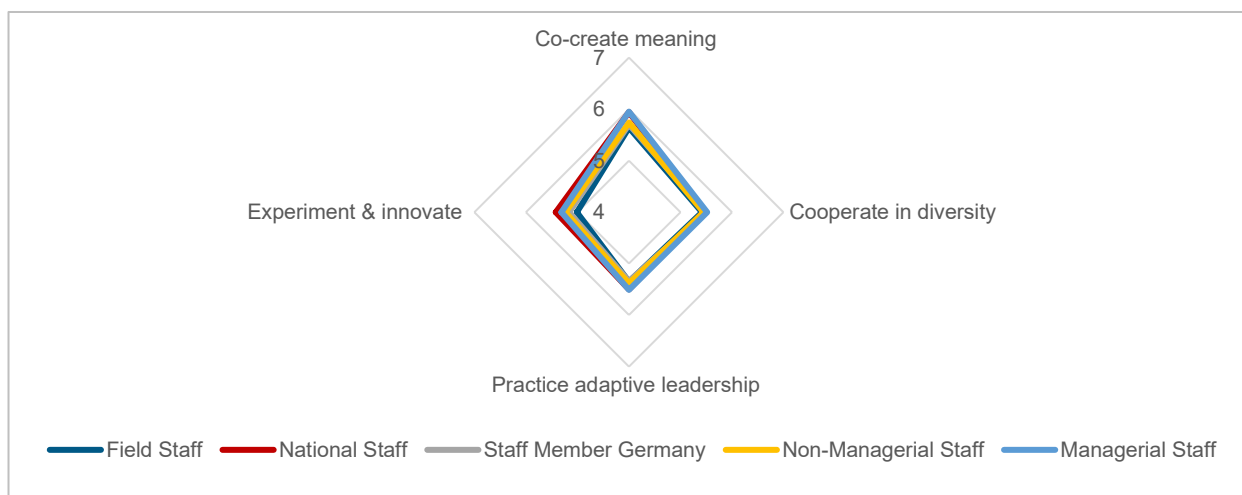


Figure 7: Comparison of staff groups (absolute values) in KuF Survey 1

Furthermore, a comparison between KuF Survey 1 and KuF Survey 2 also reveals clear differences in the rates of change of engagement with the KuF principles. Here, the two staff groups of staff in partner countries and managers have the highest rates of change, while the national staff group has the lowest rates of change (see Figure 8). National staff even show a negative rate of change for the Co-create Meaning principle.

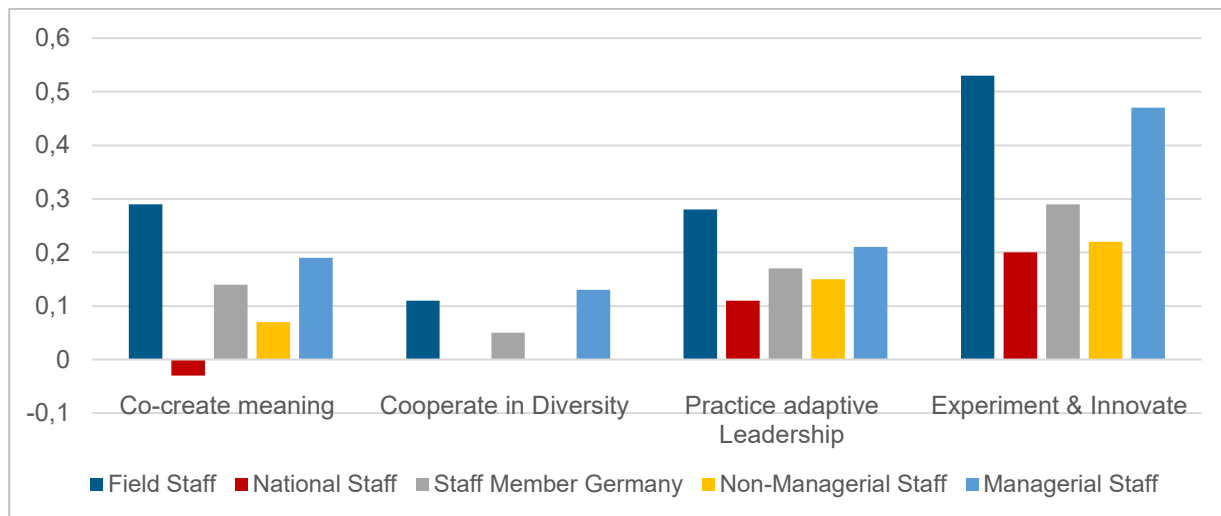


Figure 8: Comparison of staff groups (rates of change) (KuF Surveys 1 and 2)

Both the differences in absolute values relating to engagement with the KuF principles and the rates of change indicate that the contexts in which the staff groups work are very likely to have an impact on practice.

Finding 13: Agile meeting formats are most often used to put KuF principles into practice in the respective organisational unit/context.

The findings of the evaluation of KuF Survey 2 show that the introduction of new agile meeting formats (e.g., spontaneous virtual joint coffee breaks, joint editing of documents while people remain together in a virtual meeting, morning stand-up meetings where people share what each team member is working on that day, etc.) and granting greater decision-making autonomy were most frequently practised by the teams. On a positive note, the training sessions, which according to feedback from the group interviews are cost-intensive and time-consuming, were also frequently in demand by the teams. This underlines the commitment of teams to familiarise themselves intensively with the KuF principles and to integrate them into their daily work and team routines.



Figure 9: Overview of KuF measures

4.2 Hindering and enabling factors

- What enabling and hindering factors can be observed?

Finding 14: Managers who are not open to KuF hinder engagement with KuF.

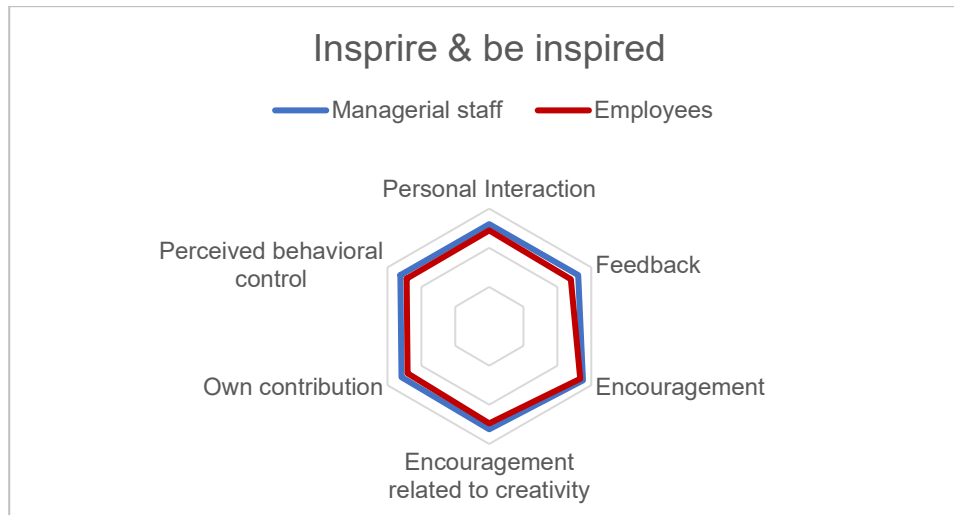


Figure 10: Inspire and be inspired in KuF Survey 2: managers vs. staff

The particular influence of managers on cultural change and staff behaviour was demonstrated in this corporate strategic evaluation as well as in the corporate strategic evaluation on corporate culture. Due to the high degree of internalisation among managers – as addressed above – the prospects are good for successful KuF practice within the company. However, in group interviews and workshops with the learning pilots, many examples were also shared where the (predecessor/successor) manager was not particularly open to KuF. In these cases, the attitude of managers can certainly be counted as a limiting factor for KuF. For the implementation of KuF it is important that managers believe in the vision and idea of KuF and create an appropriate setting within the team to be able to inspire and allow the positive effects of KuF to unfold. In this context, it can be stated that managers rate themselves higher than staff in almost all constructs of the Inspire and be inspired sub-dimension (see Figure 10), so that it would be advisable for managers to consider not only their own perception of KuF inspiration, but above all the perception of staff.

Finding 15: The more managers actively support KuF practice, the better it is integrated into team routines.

Finding 16: The more managers respond to the needs and potential of their team members, the better KuF practice contributes to internalisation of the principles among team members.

Finding 17: The more managers from higher hierarchical levels actively promote KuF, the more firmly the principles will be mainstreamed in GIZ.

Finding 18: The more team members play an active role in KuF practice, the better the KuF outcomes.

In the group interviews, too, the special position of managers for desired behavioural change was often emphasised. For this reason, KuF Survey 2 examined how strong the influence of managers actually is. It was statistically proven that the more managers actively support KuF practices, the better KuF practices become part of team routines, and the more managers respond to the needs and potentials of their team members, the more KuF practices contribute to team development. Furthermore, it was statistically determined

that managers from higher hierarchical levels can also contribute to mainstreaming KuF across GIZ through their support.

These findings on the influence of managers do not seem particularly surprising in the light of the findings from the corporate strategic evaluation on corporate culture. However, it has also been demonstrated that direct superiors exert the strongest influence compared to managers from higher hierarchical levels.

During the group interviews, some participants suggested that KuF can achieve only a limited broad-based impact across the company, because engagement with KuF – just like Monitoring & Evaluation (M&E) – is often delegated by managers to junior experts (and often only to one expert). This conveys to the team that these issues are not so important. In the multivariate statistical analysis of the data from KuF Survey 2, significant evidence was found for the hypothesis that active participation of team members in implementing KuF leads to an improvement in KuF outcomes.

Figure 11 shows the results of multiple regressions based on data from KuF Survey 2. It becomes clear that when managers show active participation and support, they actually have the strongest impact on achieving KuF objectives, satisfaction with KuF outcomes and KuF internalisation. The figure also shows that the clarity and comprehensibility of the KuF principles also has a significant impact on KuF internalisation. The coefficient of determination (R²) varies between 51 per cent and 65 per cent, i.e. up to 65 per cent of the relevant KuF objective criteria can be explained with the help of the KuF measures practised.

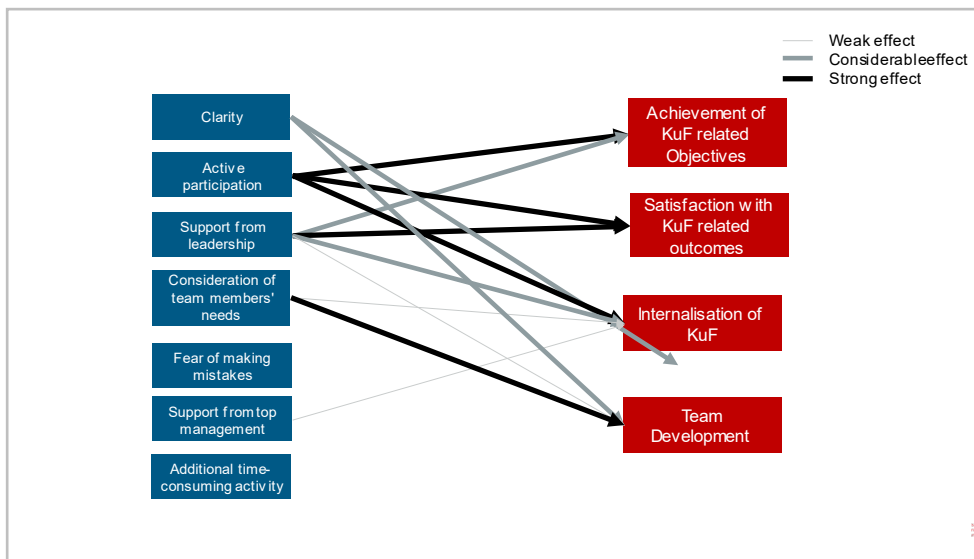


Figure 11: Factors that influence KuF outcomes

In general, it can be statistically proven that the number of measures implemented following KuF Survey 1 have made a positive contribution to engagement with the KuF principles. The more measures a person perceived, the higher the achievement of KuF objectives, satisfaction with KuF outcomes and KuF internalisation.

Finding 19: The greatest contribution to achieving KuF objectives and internalising KuF is made by stories of 'good practice' from other teams.

In KuF Survey 2, additional questions were added to identify, independently of the principles, which support measures mentioned in group interviews actually make a positive contribution. Figure 12 shows the results of multiple regressions based on data from KuF Survey 2. Stories about 'good practices' in other teams are by far the biggest contributors. Here, above all, it was possible to show a significant contribution to achieving KuF objectives and to KuF internalisation. The coefficient of determination varies between 7 and 12 per cent, i.e., the KuF support measures shared in interviews can only explain up to 12 per cent of the relevant KuF objective criteria.

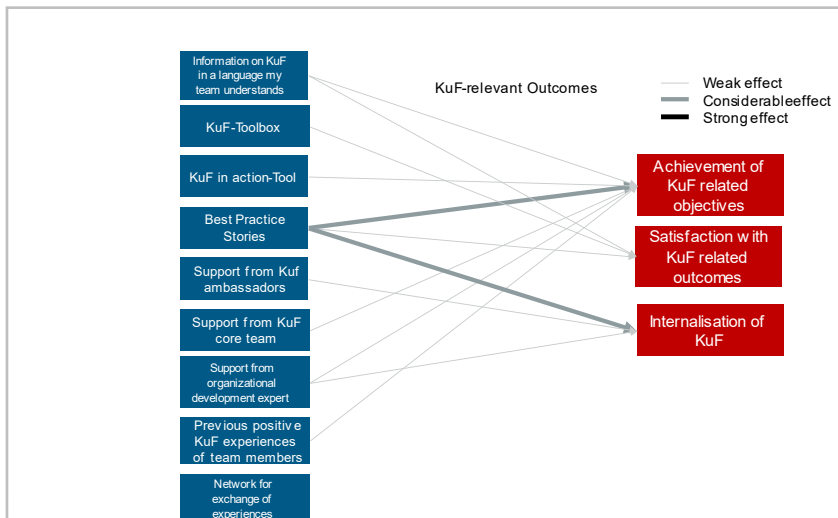


Figure 12: Influence of KuF support measures

4.3. Positive and negative results

- What positive/negative effects/impacts can be observed from KuF practice?

Finding 20: Team development that is aligned with KuF is perceived more positively when information about KuF is provided in a language that the team understands and when implementation of KuF is supported by organisational development experts. Stories of ‘good practice’ from other teams have the biggest influence on positively perceived team development.

In many group interviews, the importance of team development was repeatedly emphasised, not only for achieving one’s own set objectives, but also the way objectives are to be achieved. According to participants’ feedback, aspects such as harmony, trust, fun, error culture, task delegation and complementarity play a major role and should be considered as important parameters for team development. The statistical regressions showed that i) information about KuF in a language the team understands, ii) the support of organisational development experts in implementing KuF, and (as the biggest influence) iii) stories about ‘good practices’ in other teams have a strong influence on positively perceived team development.

Finding 21: Engagement with KuF leads to improved achievement of KuF objectives, increased satisfaction with KuF outcomes and greater KuF internalisation. In addition, greater exposure to the principles of Co-create Meaning and Cooperate in Diversity has a significant positive effect on team cooperation and team development.

In KuF Survey 2, in addition to various KuF-relevant objective criteria, e.g., KuF target achievement, satisfaction with KuF outcomes, KuF internalisation, participants were also asked for a general assessment. For example, participants in KuF Survey 2 were asked whether their team had generally benefited from KuF practice. The overwhelming majority of participants (82 per cent) agreed with this and thus voted that KuF practice was perceived as useful for staff (see Figure 13).

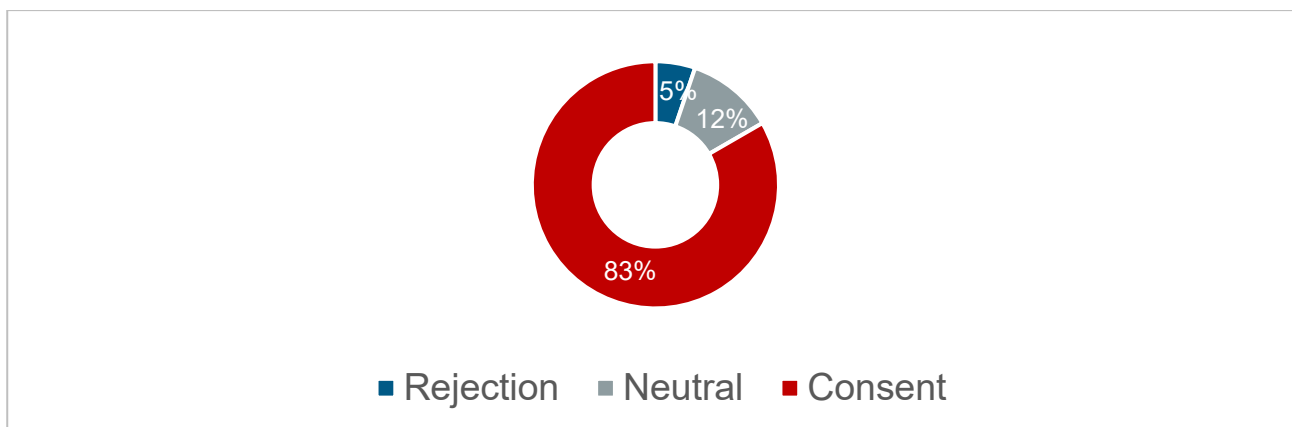


Figure 13: Usefulness of KuF practice

In addition, two further variables were integrated into KuF Survey 2 – quality of team cooperation and team development – which function as general indicators of success. Multiple regression analyses show that engagement with the KuF principles is positively associated with these indicators of success. It can be shown that practice of *Co-create Meaning* has a strong positive impact on both teamwork (quality of cooperation) and team development (further development of the whole team). *Cooperate in Diversity* also has a strong positive impact on teamwork, although not on team development. In contrast, exposure to *Experiment & Innovate* only influences team development, while no effect on team cooperation or team development could be demonstrated for exposure to *Practice Adaptive Leadership*. The coefficient of determination varies between 51 per cent and 61 per cent, which means that the KuF principles can explain up to 61 per cent of the team's ongoing development as well as the quality of cooperation. This shows that dealing with KuF not only has a positive impact on KuF-relevant objective criteria, but also has a positive influence on other important team indicators (see Figure 14).

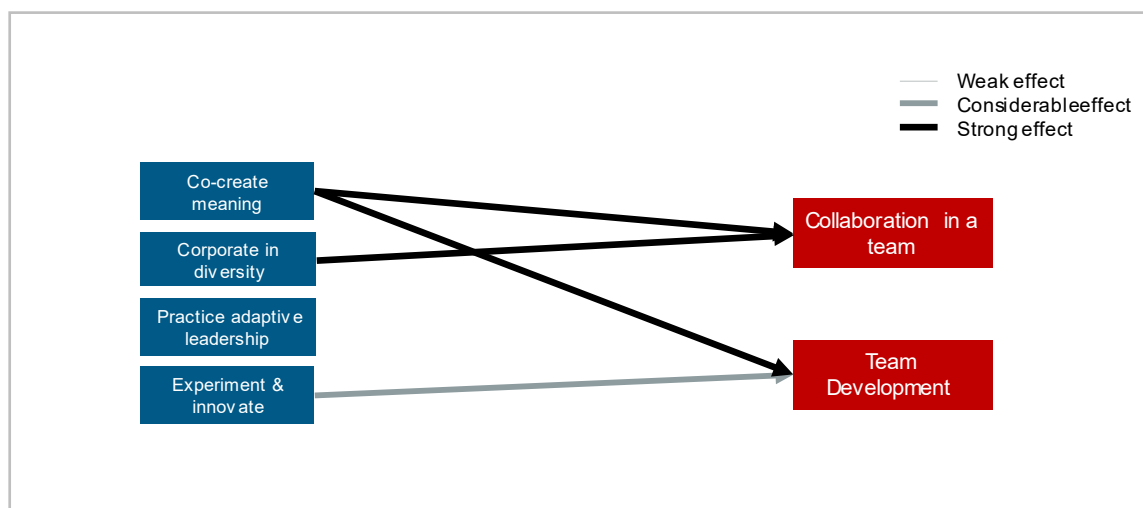


Figure 14: Influence of KuF on team development and cooperation

4.4. Influence on corporate culture

- What impact does implementation of KuF have on corporate culture?
- To what extent does KuF contribute to strengthening the cultural dimensions of creativity and cooperation?

Finding 22: It is not possible to make general statements about the influence of KuF on all dimensions of corporate culture within the framework of this corporate strategic evaluation.

The culture of a company basically consists of several cultural dimensions. Furthermore, cultural and behavioural change is a continuous but slowly evolving process in any organisation. For these reasons, no general statements can be made in the context of this corporate strategic evaluation about the influence KuF has on corporate culture, because it was not possible to study long-term effects. Rather, emerging trends and possible potential are highlighted below.

Finding 23: High approval and internalisation rates are an indication that KuF has the potential to positively influence corporate culture.

At GIZ, corporate culture is understood as a set of shared values, standards, attitudes and habits that determine or shape the decisions, actions and behaviour of members of the organisation (GIZ 2018³). In this context, cultural researchers also speak of a 'collective programming of the mind', which distinguishes the members of one group (e.g., a company) from other groups (cf. Hofstede, 1980⁴). Since shared values, standards and attitudes cannot simply be prescribed, KuF could have no influence on the corporate culture at GIZ if these were purely procedural guidelines for action. However, at several points within this corporate strategic evaluation, there was a great deal of evidence to suggest that KuF is rather a task- and process-independent work attitude. In addition, the high approval and internalisation rates prove that a large proportion of GIZ staff who participated in the surveys endorse the KuF principles and have already integrated them into their daily work. These findings are clear indications that KuF certainly has the potential to influence the corporate culture at GIZ. However, in order to achieve a sustainable change in corporate culture, managers should continue to support the KuF principles in future.

Finding 24: KuF can have a positive influence on the culture of creativity, because (intensive) engagement with KuF promotes above all the principle of Experiment & Innovate in all sub-dimensions. The sub-dimension 'Think outside the box' stands out, showing a sharp increase over a short period of time.

Much of the data collected in this corporate strategic evaluation suggests that KuF has contributed and can contribute to strengthening the cultural dimension of creativity. The first evidence of this – as already mentioned above – is the strong increase in engagement with the principle of *Experiment & Innovate*, the content of which can be assigned to the culture of creativity.

An increase in implementation in practice was observed not only at the aggregate level, but in all sub-dimensions of *Experiment & Innovate*. The increase in the sub-dimension *Think outside the box* is particularly striking, from $M(\text{KuF } 1) = 4.33$ to $M(\text{KuF } 2) = 5.73$ (see Figure 15).

³ GIZ 2018 (ed.): Corporate Strategy Evaluation on 'GIZ corporate culture'. Terms of Reference, Bonn

⁴ Hofstede, G. (1980), *Culture's Consequences: International Differences in Work-Related Values*. Newbury Park, CA: Sage.

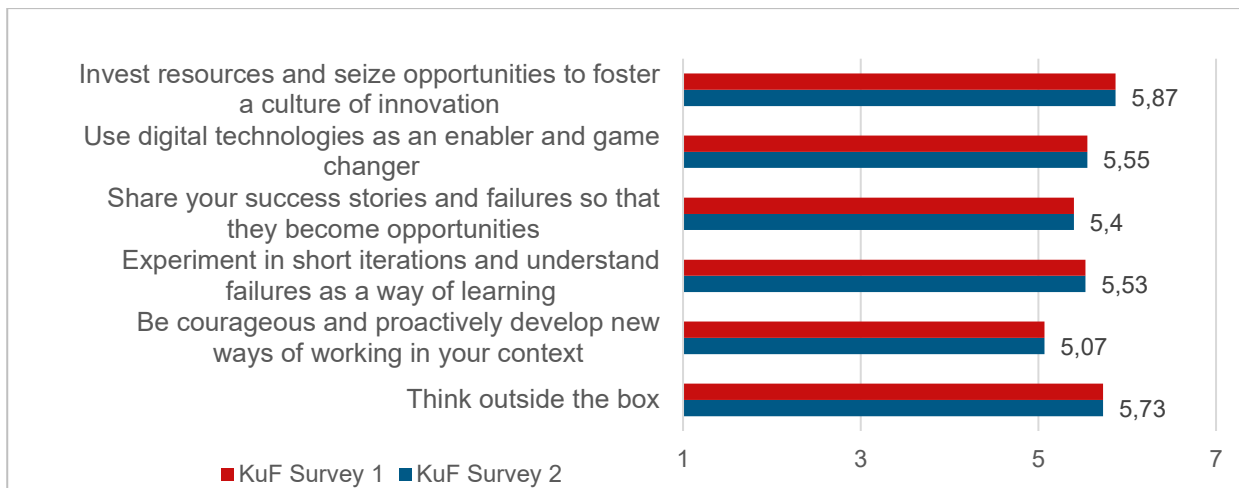


Figure 15: Sub-dimensions of Experiment & Innovate:

There is also a sharp increase in ‘*innovativeness*’, a construct underlying the sub-dimension *Think outside the box*, from $M(KuF\ 1) = 4.31$ to $M(KuF\ 2) = 5.73$. The same applies to the construct ‘*proactiveness*’, which underlies the sub-dimension *Be courageous and proactively develop new ways of working*, although the increase was somewhat smaller, from $M(KuF\ 1) = 4.79$ to $M(KuF\ 2) = 5.05$.

All constructs underlying the sub-dimension *Experiment in short iterations and understand failures as a way of learning* also show a slight increase in practice, with *Iterative experimentation* showing the largest increase (see Figure 16).

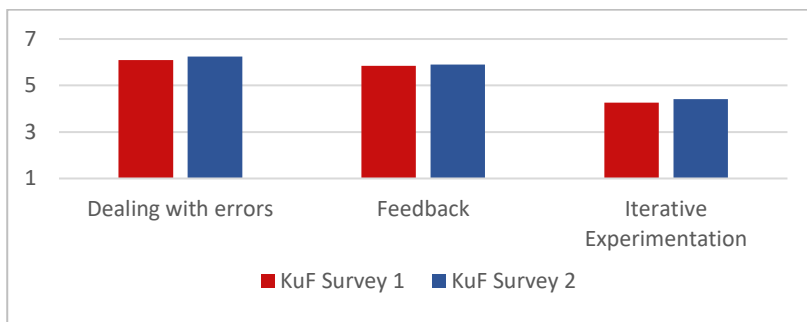


Figure 16: Constructs of the sub-dimension Experiment in short iterations and understand failures as a way of learning

In the sub-dimension *Share your success stories and failures*, with regard to the error culture often criticised in the corporate strategic evaluation on corporate culture, it is positive to note that there has been an increase especially in the construct ‘*error communication*’, from $M(KuF\ 1) = 5.25$ to $M(KuF\ 2) = 5.4$.

In connection with strengthening a culture of creativity, the slight increase in the construct ‘*opportunity seeking*’, which underlies the sub-dimension *Invest resources and seize opportunities*, also appears to be a positive result.

Finding 25: However, it can also be assumed that the culture of creativity will be strengthened, since intensive engagement with KuF also results in the Experiment & Innovate principle being strongly promoted, including among managers who are so crucial for cultural change.

It is possible that KuF could strengthen the cultural dimension of creativity beyond the level of the organisational units surveyed. An isolated examination of the managers who are so crucial to cultural change also showed an increase in all sub-dimensions underlying the principle of *Experiment & Innovate*. As at the level of organisational units, change in the sub-dimension *Think outside the box* is also evident for managers, from $M(KuF\ 1) = 4.37$ to $M(KuF\ 2) = 5.94$ (see Figure 17).

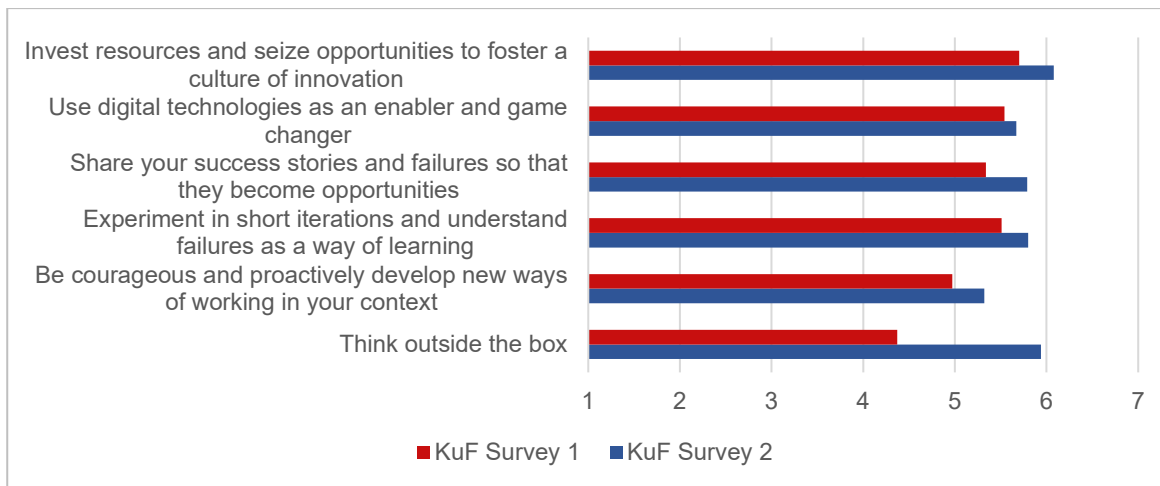


Figure 17: Sub-dimensions of Experiment & Innovate (managers)

Among managers, an even greater increase was recorded for ‘*innovativeness*’, a construct underlying the sub-dimension *Think outside the box*, from $M(KuF\ 1) = 4.34$ to $M(KuF\ 2) = 5.93$. The same applies to the construct ‘*proactiveness*’, which underlies the sub-dimension *Be courageous and proactively develop new ways of working*, from $M(KuF\ 1) = 4.92$ to $M(KuF\ 2) = 5.29$.

In the sub-dimension *Experiment in short iterations and understand failures as a way of learning*, managers practised the construct ‘*iterative experimentation*’ significantly less in both KuF Survey 1 and KuF Survey 2 than the other two constructs in this sub-dimension, ‘*dealing with errors*’ and ‘*feedback*’ (see Figure 18).

In the sub-dimension *Share your success stories and failures* – as at organisational unit level – it is positive to note that there is also an increase among managers in the construct ‘*error communication*’, from $M(KuF\ 1) = 5.35$ to $M(KuF\ 2) = 5.77$, in particular with regard to the error culture frequently criticised in the corporate strategic evaluation on corporate culture.

Finding 26: Engagement with KuF can positively change cooperation, but in the subjective perception of some GIZ staff it does not always lead to an improvement in cooperation.

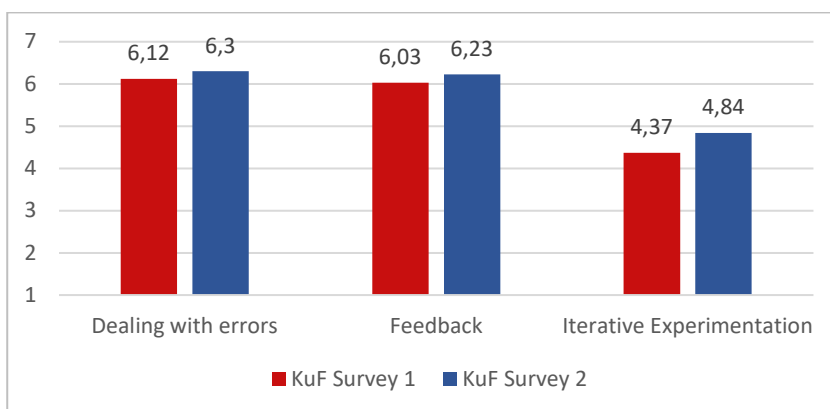


Figure 18: Constructs of the sub-dimension Experiment in short iterations and understand failures as a way of learning (managers)

As set out above, the principles of *Co-create Meaning* and *Cooperate in Diversity* have a strong positive impact on team cooperation. Even though it was not possible to demonstrate a statistical impact on teamwork in engagement with *Practice Adaptive Leadership*, an increase in the sub-dimensions of *Practice Adaptive Leadership* (*Take the lead*; *Consciously define and adapt roles and responsibilities*; *Foster mentoring and learning across roles*; *Empower individuals and teams to deliver*) was recorded at the level of organisational units and managers in a relatively short period of time. This may be evidence that *Practice Adaptive Leadership* could

indeed contribute to changes in cooperation. This indicator is also in line with the findings of the corporate strategic evaluation on corporate culture, which showed that managers have a strong influence on the cultural dimension of cooperation.

While statistical analyses showed a significant positive impact of *Co-create Meaning* and *Cooperate in Diversity* on team development, subjective perceptions from the group interviews revealed a heterogeneous picture. While some participants reported that dealing with KuF made cooperation more participatory and even blurred hierarchical levels (e.g. managers write the minutes of meetings when they have no active role), other participants felt that KuF made decision-making processes more protracted and resulted in greater uncertainties in teamwork. In some teams, for example, there was greater delegation of responsibilities and occasionally management tasks. although this sometimes led to considerable discomfort in the team, on account of the perceived increase in pressure not to make any more mistakes. Due to the resulting subdued mood, cooperation in the team was perceived in part as more strenuous. Many GIZ staff (often national staff according to feedback from interviews) also found it difficult to implement role-based working, where responsibilities are linked to roles and not to people. Role-based working is intended to consolidate the change from informal authority in everyday work and reduce formal hierarchies. In some cases, this probably also led to problems accepting that decisions relevant to individual departments should now be made by people who are closer to the challenges.

5 Findings on diversity

5.1 Understanding of diversity and perceptions of diversity culture

- **What do GIZ managers and staff members understand by diversity?**
- **How do GIZ staff members and managers perceive diversity culture within the company?**

Finding 27: Many measures and initiatives reinforce the importance of diversity at GIZ.

When this corporate strategic evaluation on KuF was commissioned in early 2020, the Management Board established diversity as a focal topic. For this reason, in addition to the surveys on the KuF principle *Cooperate in Diversity*, our own surveys and analyses were carried out within the thematic focus on diversity.

By signing the German Diversity Charter in October 2019, GIZ clearly committed itself to a 'constructive and productive approach to diversity' in the sense of diversity management. While the KuF principle of *Cooperate in Diversity* has been a strategic reference point for the issue of diversity, GIZ translated its commitment to diversity into an independent 'GIZ understanding of diversity' in early 2022 (see Diversity focus report, 2022). Specific structures, measures and initiatives already exist within the company for dealing with diversity, e.g.:

- Diversity Manager in the HR division, who implements the GIZ understanding of diversity.
- AGG complaints committee to deal with cases of discrimination, which can be brought by all staff equally.
- Equal opportunities officers and Disabled Persons' Representatives to reduce existing discrimination on the grounds of gender or disability.
- Staff initiatives such as the Cultural Diversity Initiative (CDI) and Rainbow Network as voluntary engagement.
- Gender Focal Persons Network.
- Intersectional Diversity Management Initiative of G400

Finding 28: There is no uniform understanding of diversity at GIZ. At the same time, many different diversity dimensions are relevant.

As outlined in the Diversity focus report (2022), the understanding of diversity within GIZ itself is quite ‘diverse’. Even if there does not seem to be a uniform understanding of diversity among staff, it can be stated that most of the core dimensions referred to in the German Diversity Charter⁵ (see Figure 19) are very important to respondents. A majority of managers, members of staff initiatives and mandated officials⁶ explicitly referred to the German Diversity Charter with its seven core dimensions (e.g., age, gender and gender identity, religion and belief, ethnic origin and nationality, social origin, disability, sexual orientation).

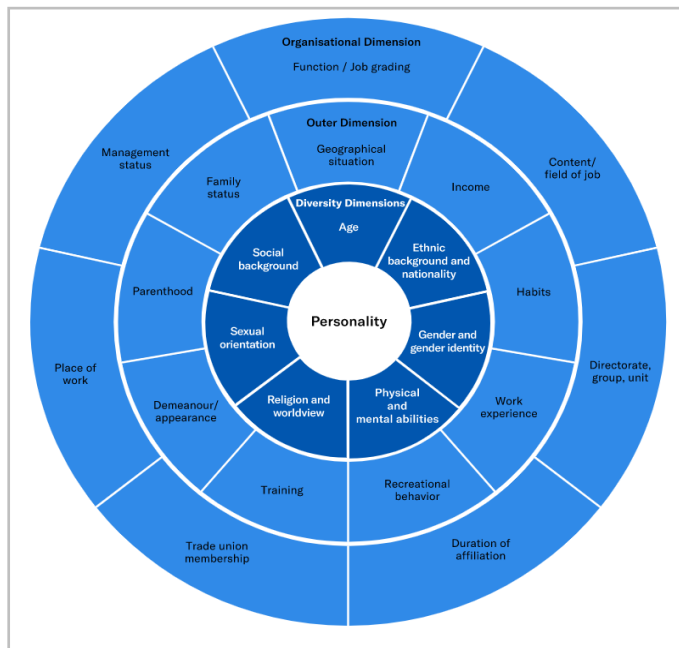


Figure 19: Diversity dimensions in line with the German Diversity Charter (2021)

In contrast, a less academic understanding emerged among the majority of national staff and a section of Germany-based staff/partner country staff, based more on everyday biographical or professional experiences, e.g., language, life and work experiences, skin colour or education. Even though managers and staff sometimes named different diversity dimensions, concrete anecdotes or examples of diversity were often limited to ‘internationality’. Respondents do not seem to clearly specify which diversity dimensions this description is based on for them. It is therefore conceivable that they mean very different things when they speak of ‘internationality’. By contrast, a more comprehensive understanding of diversity was found among members of the staff initiatives and among mandated officials. The degree of professionalisation or academisation in relation to this topic varies considerably, which brings with it the risk of leaving some staff behind in the company-wide dialogue on diversity (Diversity focus report, 2022).

In the second survey, the sub-dimension GIZ creates a respectful environment showed high levels of agreement with various diversity dimensions, whereas the diversity dimension Respectful environment: physical and mental abilities showed the lowest level of agreement overall (see Figure 20). This result indicates that there is still potential to raise awareness in GIZ, especially in this diversity dimension.

⁵ The Charter is an association of companies that have made a commitment to diversity. It goes hand in hand with self-commitments, among other things regarding corporate culture, HR work or internal and external communications. The German Diversity Charter understands diversity primarily along the core dimensions of diversity shown in Figure 19 (see inner circle).

⁶ In this report, staff initiatives comprise the Cultural Diversity Initiative (CDI) and the Rainbow Network. Mandated officials in this context are the equal opportunities representative, the representative of the Disabled Persons’ Representation, the Diversity working group of the Central Staff Council, the gender contact person for the company and the specialist responsible for diversity in the HR Department.

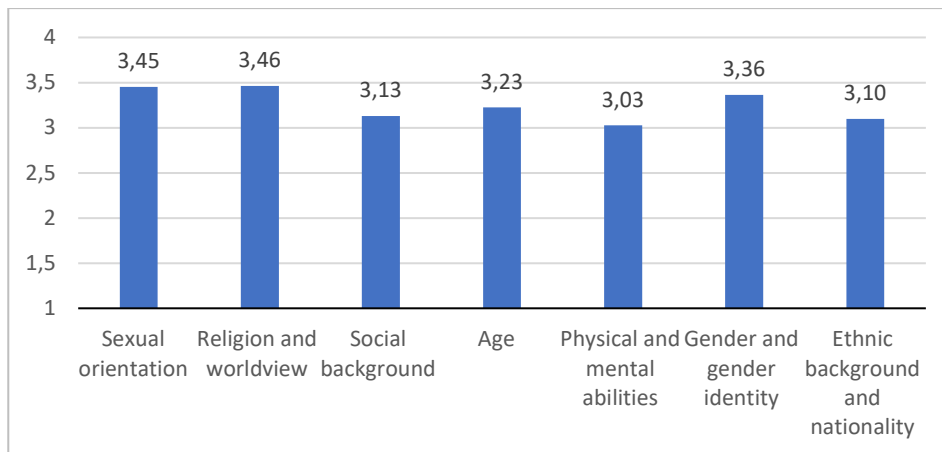


Figure 20: Dimensions of diversity (Perception Survey 2)

Finding 29: National staff rate the diversity characteristics at GIZ and their benefits higher than all other staff groups.

The surveys conducted as part of the diversity focus showed that the topic is gaining in importance for all staff groups. However, many national staff emphasised that they had had little contact with the issue so far and welcomed the corporate strategic evaluation as an opportunity to engage in dialogue. This suggests that the dialogue on diversity has not yet reached some parts of the workforce, particularly in partner countries. This feedback seems even more important as national staff represent the staff group that rated the diversity characteristics at GIZ and their benefits higher than all others. There is certainly still untapped potential here for the issue of diversity at GIZ.

Finding 30: Managers rate diversity characteristics at GIZ and their benefits higher than staff without HR responsibility.

Based on a comparison between managers and staff without HR responsibility, it can be deduced that managers rate diversity characteristics at GIZ and their benefits higher (see Figure 21). In the surveys, however, managers expressed a definite need for action. With regard to the inclusion of people with disabilities, they – as well as representatives of staff initiatives and mandated officials – identified a need for improvement (e.g., failure to meet the quota for disabled persons at German locations). This is also in line with the general perception at GIZ, as shown in the statistical findings above (see Figure 20).

| | Team is already diverse enough | Benefit from Diversity | Strategic use of Diversity | Diverse Team Composition |
|--------------------|--------------------------------|------------------------|----------------------------|--------------------------|
| AMA | 3,10 | 3,47 | 2,99 | 2,95 |
| EH | 2,98 | 3,12 | 2,61 | 2,45 |
| IMA & PMI | 2,64 | 3,13 | 2,65 | 2,59 |
| NMA | 3,43 | 3,43 | 3,11 | 3,09 |
| External structure | 3,24 | 3,44 | 3,02 | 2,99 |
| Internal structure | 2,80 | 3,18 | 2,75 | 2,69 |
| Managers | 3,26 | 3,58 | 3,26 | 3,21 |
| Employees | 2,91 | 3,19 | 2,70 | 2,65 |

Figure 21: Findings on diversity according to different groups of people and locations (General Mood Survey 2)

Finding 31: Diversity and the benefits of diversity were perceived less at German locations than abroad.

The findings of Perception Survey 2 indicate that teams in partner countries rate diversity and its benefits higher than teams in Germany (see Figure 21). In this context, it was also reported in focus group discussions that German is required as a working language for many positions. The respondents did not agree on the extent to which greater flexibility would be both appropriate and possible with the aim to increase diversity, especially at German locations. While many managers (and occasionally also respondents from other groups) take German as the working language as a given, those committed to diversity, elected representatives and representatives of staff initiatives expect greater flexibility. One manager interviewed rated meetings held in German in her country of assignment as an exclusion mechanism for national staff.

5.2 Diversity aspects with regard to KuF practice

- To what extent is Cooperate in Diversity also considered when applying the other KuF principles?
- How are the KuF principles relevant in terms of diversity culture?
- How does KuF practice affect the diversity culture?

Finding 32: KuF is conducive to the diversity culture in terms of the presence of the topic and engagement with diversity at team level. With national staff and development workers, KuF has not yet been able to 'take effect' to the same extent as with other staff groups.

In all surveys, it became clear that practising KuF can also create important spaces and approaches for dealing with diversity at GIZ. As described in section 3, familiarity with the KuF principles, for example, has increased considerably in the short period of time between Perception Survey 1 and Perception Survey 2. KuF can therefore be seen as conducive to the diversity culture in terms of the presence of the topic and engagement with diversity at team level. However, according to the Diversity focus report (2022), there remain challenges in practice, such as adaptation to different country contexts or general uncertainties regarding specific practice. In addition, national staff have had less contact with KuF than other staff groups. This is also illustrated by findings of the second Perception Survey, in which national staff returned the lowest agreement rating (2.7) after development workers to the question: 'Are you familiar with the principles of cooperation and leadership (KuF)?' It can therefore be assumed that KuF has not yet had the same 'impact' on this group of staff members. The situation is similar for staff without HR responsibility (Germany-based staff/partner country staff) who, with an agreement rating of 2.7, come out much lower than managers (see Figure 22).

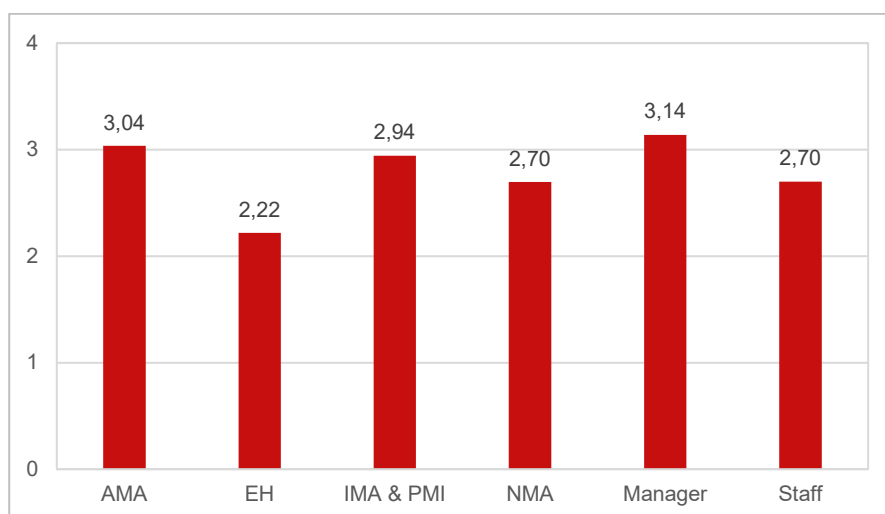


Figure 22: Familiarity with KuF principles (Perception Survey 2)

Finding 33: KuF does not seem to be able to prevent the negative effects of perceived diversity. Perceived diversity reinforces social categorisation processes and – contrary to the theoretical assumption – makes no positive impact on information processing in either KuF Survey 1 or KuF Survey 2.

It has been empirically proven many times that perceived diversity can induce both positive and negative effects at the same time. These two positive and negative effects on team performance are illustrated, for example, in the empirically robust Categorisation-Elaboration Model (CEM), which served as a basis for the empirical survey of whether perceived diversity in GLZ has a fundamentally positive or negative effect on perceived team performance.⁷

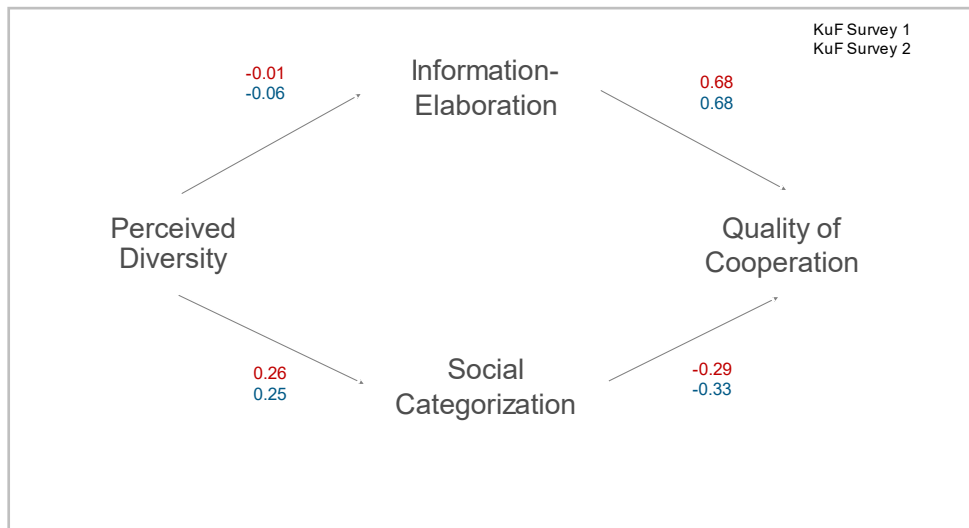


Figure 23: Categorisation-Elaboration Model

The idea behind the model: positive effects can result from improved information processing by bringing in different (diverse) perspectives and a range of experience. Negative effects can be reinforced by social categorisation processes. Team members generally prefer to interact with other members with whom they share similarities. At the same time, they avoid working with members with whom they do not share certain similarities. Social categorisation thus has a negative impact on team results, as information and knowledge are no longer shared freely within the (whole) team.

First, it was found that there were no major differences between KuF Surveys 1 and 2 (see Figure 23). According to these findings, engagement with KuF did not make a major contribution to influencing the impact of perceived diversity. Overall, perceived diversity even has a negative effect on information processing in both surveys (which, according to the model, should be improved by diversity) and reinforces social categorisation processes⁸. Social categorisation processes within teams are not equated here with discrimination (or the formation of groups at organisational level). Discrimination is a central topic in the Diversity focus and is therefore only dealt with in passing in the following sections of the text. Statements on discrimination (and the formation of 'sub-groups' at organisational level) can be found in the Diversity focus report.

⁷ Diversity can induce many effects. As part of this corporate strategic evaluation, it was jointly agreed with the Evaluation Unit to focus on team performance and on possible factors influencing team performance in relation to perceived diversity.

⁸ Social categorisation within teams is not equated here with discrimination (or the formation of groups at organisational level). A relevant finding is that there is no positive influence on information processing. Discrimination is a central topic in the Diversity focus report and is therefore only dealt with here in passing. Statements on discrimination (and the formation of 'sub-groups' at organisational level) can be found in the Diversity focus.

Finding 34: Engagement with KuF can have a positive impact on diversity culture, especially if managers have a positive attitude towards diversity, push for equal opportunities and actively counter discrimination.

Even though perceived diversity can be enriching, many empirical studies show that diversity and inclusion training measures, which often first draw attention to the diversity in a company, do not have the desired positive effect and can sometimes even have a negative impact on cooperation. This is because a high perception of diversity goes hand in hand with high social categorisation (and at the same time does not contribute to improved information processing in GlZ – as shown above). Both aspects together have a negative impact on team performance and are therefore detrimental impacts of diversity. This effect is also evident at GlZ. Social categorisation and the perception of diversity, i.e., the perception of similarities and differences between team members, are strongly linked, as can be seen in the figure below. Social categorisation processes can easily be counteracted by managers (and the company) to achieve positive results in the area of diversity. By creating equal opportunities and actively addressing discrimination, managers can reduce social categorisation as well as excessive perceptions of diversity.

Diversity orientation, i.e., the fact that people like to get to know individuals who are different from themselves and value working with different people, is closely related to positive (or negative) beliefs about diversity. In other words, if someone enjoys working with people who are different from them, that person's assumptions about diversity are positive. Here, too, managers can create a setting in which staff like to collaborate, regardless of their basic attitude towards KuF, e.g., by providing opportunities to get to know others better (particularly during times of COVID-19).

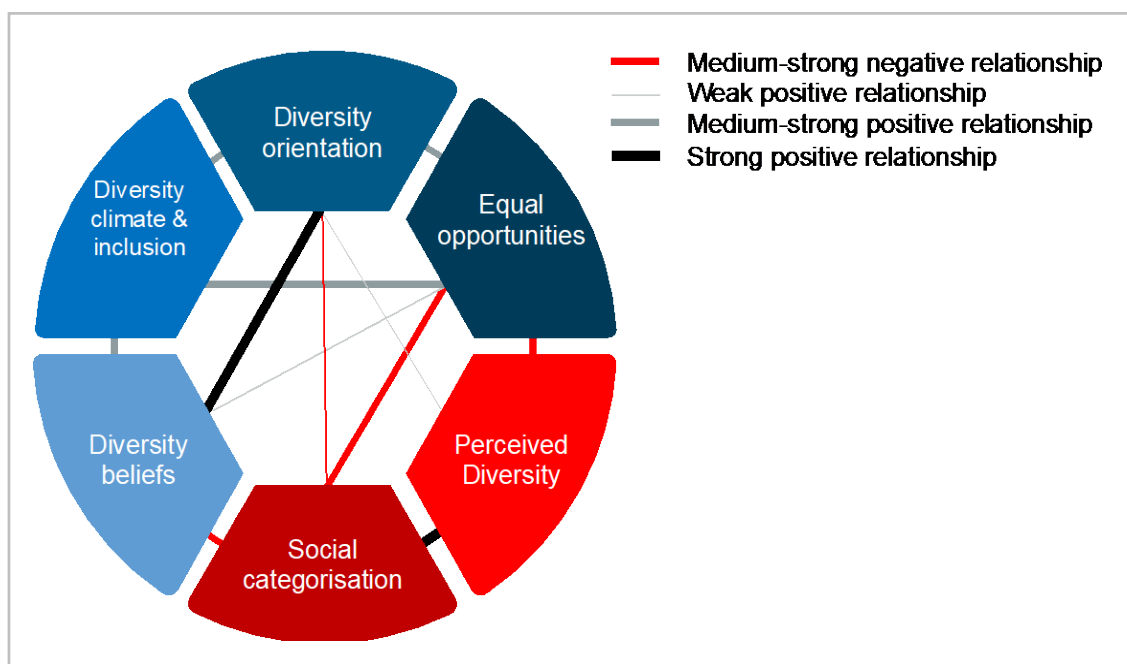


Figure 24: Intercorrelations with diversity

Finding 35: Only 50 per cent of the sub-dimensions of Cooperate in Diversity showed an increase in practice during the evaluation period. However, it can be assumed there will be positive spillover effects from the other KuF principles in the long term.

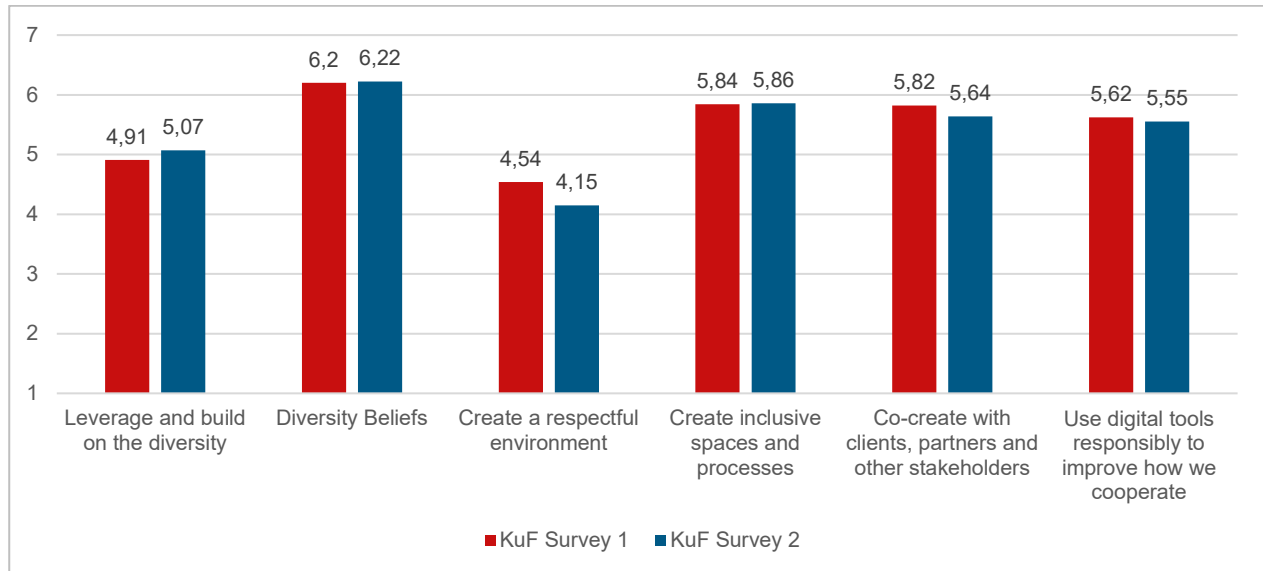


Figure 25: Mean values of the sub-dimensions of diversity

A heterogeneous picture emerges if we look at changes in the sub-dimensions underlying the principle of Cooperate in Diversity. In the period between KuF Survey 1 and 2, agreement increased in the following sub-dimensions: Leverage and build on diversity of ideas, Diversity beliefs and Create inclusive spaces. In all other sub-dimensions – Create a respectful environment, Co-create with clients and Use digital tools – practice appears to have decreased.

However, the findings can mainly be explained by the fact that a more intensive engagement with the KuF principles also led to a more critical assessment. For this reason, the statistical findings should not be overplayed. More intensive engagement with diversity may be more positively evaluated than a marginally lower perceived usefulness or practice on a Likert scale (evaluation scale).

Engagement with KuF certainly has the potential to positively influence the culture of diversity. By its very nature, the principle of Cooperate in Diversity can have the greatest impact on the culture of diversity. However, as there is a strong intercorrelation between the KuF principles (see Finding 8), it can be assumed that engagement with other KuF principles is also accompanied by stronger engagement with Cooperate in Diversity. These positive spillover effects on Cooperate in Diversity from engagement with other KuF principles thus also have an indirect impact on the culture of diversity in the long term.

6 Conclusions and recommendations

The main conclusions and specific courses of action derived directly from them are summarised below. Finally, overarching recommendations are inductively developed from the specific courses of action.

| Conclusions | Specific courses of action | Responsibility |
|---|---|---|
| Even though it was often reported that KuF was more about work attitude geared to more trusting cooperation and more participative leadership and less about concrete measures or views, the findings show that a minimum of explanations/instructions was considered helpful in order to open up to the topic of KuF. This corporate strategic evaluation and the operationalisation steps involved have contributed positively to this. | <ol style="list-style-type: none"> 1. Link to interpretation guide for GIZ staff who want to hone their understanding of the KuF principles and would like more guidance. 2. Proactive marketing and dissemination of interpretation guide, including revision of the format/layout. 3. Conduct annual webinars on KuF based on the interpretation guide. | Corporate Communications KuF coordination post KuF Practitioners and Ambassadors AIZ |
| Greater familiarity is helpful for engaging with the KuF principles. The measures taken by GIZ (e.g., provision of interpretation guide, support documents, peer workshops, external advisors, etc.) have made a positive contribution to this. The reduced perception of usefulness of the KuF principles over time should not be assessed negatively in the opinion of the evaluation team. As was reported in many events, more intensive engagement with the KuF principles also leads to a more critical engagement with these principles, so that a reduced perceived usefulness is not negative per se but could act as a new baseline for a further survey. | <ol style="list-style-type: none"> 4. Conduct another survey after one year (e.g., January 2023) with voluntary organisational units via the KuF-in-Action tool to determine whether survey questions and statements (which form the basis of the above-mentioned interpretation guide) are still valid and will remain suitable for a third survey – particularly if many GIZ staff have already had more KuF practice. 5. If necessary, adapt the survey questions and interpretation guide based on findings and feedback. | Evaluation Unit |

| Conclusions | Specific courses of action | Responsibility |
|--|---|--|
| As KuF is still relatively new to many GIZ staff, the KuF principles did not provide guidance in a complex environment or changing contexts at the time of the evaluation. According to the findings of this corporate strategic evaluation, there are indications that this will change as soon as KuF is more internalised in the minds of GIZ staff. Managers in particular can contribute to this internalisation – and in crisis contexts, managers in the partner countries – if they are empowered to deal well with uncertainty. | 6. Conduct training for managers in partner countries on how to deal with uncertainty in complex contexts as a sub-dimension of the Practice Adaptive Leadership principle, to better prepare them for complex or changing contexts (with a positive impact on Experiment & Innovate). This applies not only to official training courses, but also to on-the-job learning measures. | HR Department/AIZ |
| Even though the KuF principles overlap in some areas, it has been demonstrated that engagement with one principle does not jeopardise the practice of other principles, so that no prioritisation in favour of individual principles appears necessary on the part of the company. However, the findings also show that engagement with the KuF principles also heavily depends on the extent to which KuF is communicated as important within the company. | <p>7. Continuous communication from the Management Board and management level 1 that KuF – even if it is no longer a priority management theme – is still important in the company.</p> <p>8. Continuous incentivisation by incorporating KuF into daily routines (e.g., performance reviews, staff assessment and development talks, management dialogue, annual objectives, participation in the KuF Practitioners' Network, etc.).</p> | Management Board Managers HR Department |
| The perceived increase in the practice of all four KuF principles can be explained on the one hand by increased corporate communication on KuF, and on the other by the KuF measures implemented, whereby practice differs between various staff groups and is thus context dependent. Across the board, agile meeting formats seem to be the quickest and easiest to implement. | 9. Provide an overview of possible KuF measures as a pool of ideas for other staff (including variants of agile meetings). | KuF coordination post KuF Practitioners and Ambassadors Corporate Communications |

| Conclusions | Specific courses of action | Responsibility |
|---|---|---|
| As with the corporate strategic evaluation of corporate culture, the exposed position of managers in the company – in this case relating to KuF – was also demonstrated in this corporate strategic evaluation. To promote and mainstream KuF more deeply, it is clear that managers must be continuously motivated and made more aware of KuF. | <p>10. Conduct a second needs assessment among managers to determine how best to support managers in practising KuF.</p> <p>11. Specific KuF training measures for managers at different levels (which induces many positive effects). See above: this applies not only to official training courses, but also to on-the-job learning measures.</p> | HR Department AIZ |
| Engagement with KuF leads demonstrably to improved achievement of KuF objectives, increased satisfaction with KuF outcomes and greater KuF internalisation. This has the potential to increase engagement within the company and broader impact. The findings of the corporate strategic evaluation show that success stories about KuF in a language that staff understand should be disseminated more widely across the company in order to mainstream the KuF principles sustainably throughout the company. | <p>12. Development of 'peer exchange formats' for regular and 'more straightforward' exchange on KuF, for regular engagement with KuF.</p> <p>13. Prepare media-compatible success stories about KuF and communicate these success stories in different languages accordingly.</p> | KuF coordination post KuF Practitioners and Ambassadors Corporate Communications |
| According to the findings of this corporate strategic evaluation, the principles of <i>Co-create Meaning</i> and <i>Cooperate in Diversity</i> should be promoted and taken more strongly into account to promote teamwork and team development in the company. | <p>14. Design specific training courses on team building and team cooperation, taking more account of the principles of <i>Co-create Meaning</i> and <i>Cooperate in Diversity</i>. See above: this applies not only to official training courses, but also to on-the-job learning measures.</p> | HR Department AIZ |
| Engagement with KuF has the potential to be a positive influence on corporate culture. For change to be sustainable, however, it is essential that the KuF principles continue to be actively promoted and demonstrated, particularly by managers. | See recommendations above (6, 8, 10, 11, 14) | |

| Conclusions | Specific courses of action | Responsibility |
|---|---|--|
| Even if there is no uniform understanding of diversity at GIZ, in a company like GIZ, which operates in many countries and cultures, diversity is a constituent factor. To limit possible emerging negative effects of perceived diversity in the company, the topic of diversity should always be given high priority in terms of policy and should be pushed further, particularly by managers. | <p>15. Communication on the importance of diversity skills for personal development; training on diversity and inclusion that focuses more on the commonalities between team members (rather than on differences).</p> <p>16. Identification of (external) diversity advisors to support teams.</p> <p>17. Continuous incentivisation by transferring diversity into daily routines (annual objectives and HR development measures in staff assessment and development talks, performance review in staff assessment and development talks (management dialogue) based on management feedback for the sub-dimensions of <i>Cooperate in Diversity</i>, etc.).</p> | HR Department AIZ Mandated officials Managers |

Based on the courses of action derived from the conclusions, the following overarching recommendations can be derived inductively. To improve understanding, the courses of action are paired with the overarching recommendations again in tabular form.

| Overarching recommendations | Courses of action |
|---|---|
| 1) KuF needs operationalisation. | <ul style="list-style-type: none"> • Link to interpretation guide for GIZ staff who want to hone their understanding of the term KuF and would like more guidance. • Proactive marketing and dissemination of interpretation guide, including revision of the format/layout. • Conduct annual webinars on KuF based on the interpretation guide. |
| 2) KuF practice at GIZ should be monitored. | <ul style="list-style-type: none"> • Conduct another survey after one year (e.g., January 2023) with voluntary organisational units via the KuF-in-Action tool to determine whether survey questions and statements (which form the basis of the above-mentioned interpretation guide) are still valid and will remain suitable for a third survey – particularly if many GIZ staff have already had more KuF practice. • If necessary, adapt the survey questions and interpretation guide based on the findings and feedback. |
| 3) KuF practice must be demonstrated and demanded. | <ul style="list-style-type: none"> • Continuous communication from the Management Board and management level 1 that KuF – even if it is no longer a priority management theme – is still important in the company. |

| Overarching recommendations | Courses of action |
|---|---|
| | <ul style="list-style-type: none"> • Continuous incentivisation by incorporating KuF into daily routines (e.g., performance reviews, staff assessment and development talks, management dialogue, annual objectives, participation in the KuF Practitioners' Network, etc.). • Development of 'peer exchange formats' for regular and 'more straightforward' exchange on KuF. |
| 4) Managers should be trained as change agents. | <ul style="list-style-type: none"> • Conduct a second needs assessment among managers to determine how best to support managers in practising KuF. • Specific KuF training measures for managers at different levels (which induces many positive effects). See above: this applies not only to official training courses, but also to on-the-job learning measures. • Conduct training for managers in the field on how to deal with uncertainty in complex contexts as a sub-dimension of the Practice Adaptive Leadership principle, to better prepare them for complex or changing contexts (with a positive impact on Experiment & Innovate). This applies not only to official training courses, but also to on-the-job learning measures. |
| 5) KuF practice needs to be energised and further developed. | <ul style="list-style-type: none"> • Prepare media-compatible success stories about KuF and communicate these success stories in different languages accordingly. • Provide an overview of possible KuF measures as a pool of ideas for other staff (including variants of agile meetings). • Design specific training courses on team building and team cooperation, taking more account of the principles of Co-create Meaning and Cooperate in Diversity. See above: this applies not only to official training courses, but also to on-the-job learning measures. |
| 6) GIZ should actively address diversity in the company. | <ul style="list-style-type: none"> • Communication on the importance of diversity skills for personal development; training on diversity and inclusion that focuses more on the commonalities between team members (rather than on differences). • Identification of (external) diversity advisors to support teams. • Continuous incentivisation by transferring diversity into daily routines (annual objectives and HR development measures in staff assessment and development talks, performance review in staff assessment and development talks (management dialogue) based on management feedback for the sub-dimensions of Cooperate in Diversity, etc.). |

Annexes (see separate volume of annexes)

Annex 1: Evaluation matrix

Annex 2: Interpretation guide (operationalisation of KuF principles): five language versions (French, Spanish, Portuguese, English, German)

Annex 3: Evaluation Brief on methodology (English)

Annex 4: Evaluation brief on the results of the KuF Management Survey (English)

Annex 5: Factsheet on Perception Survey (English)

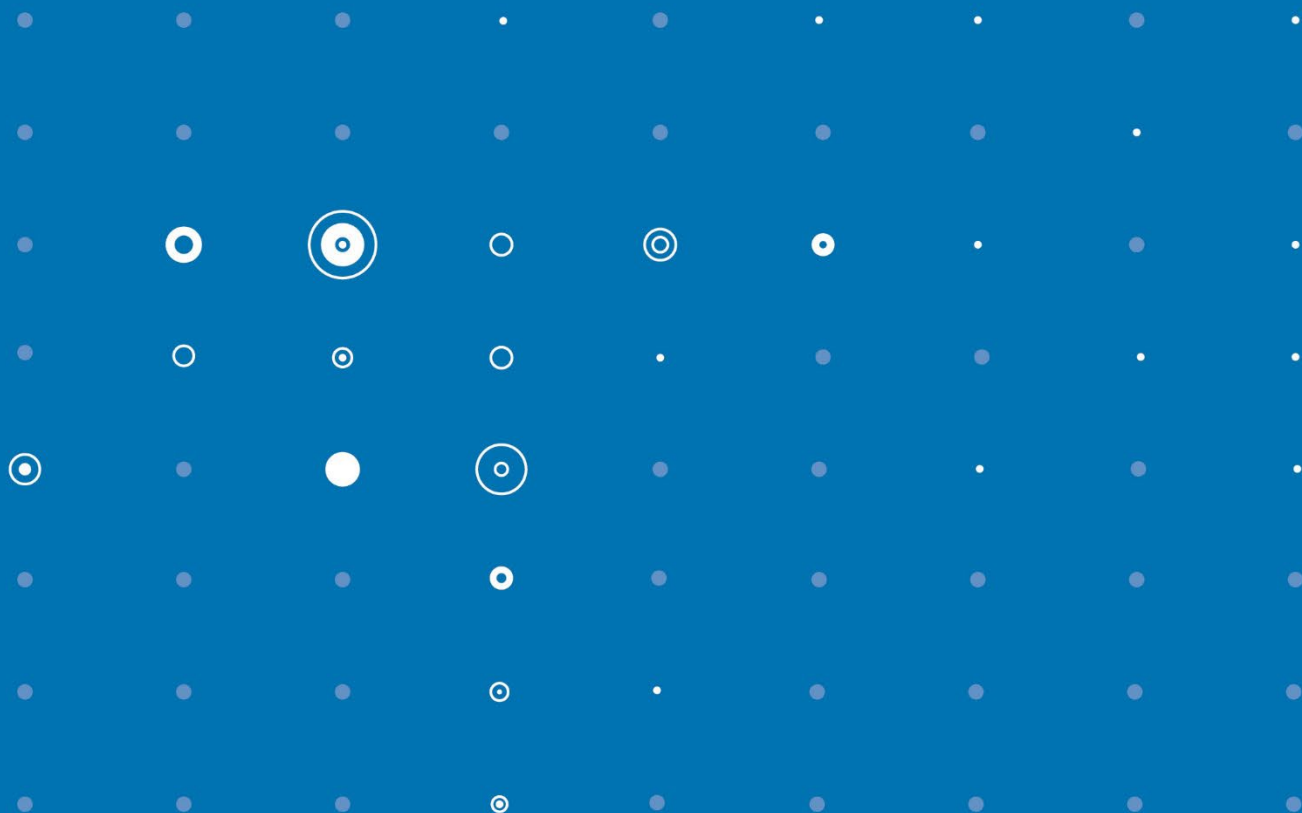


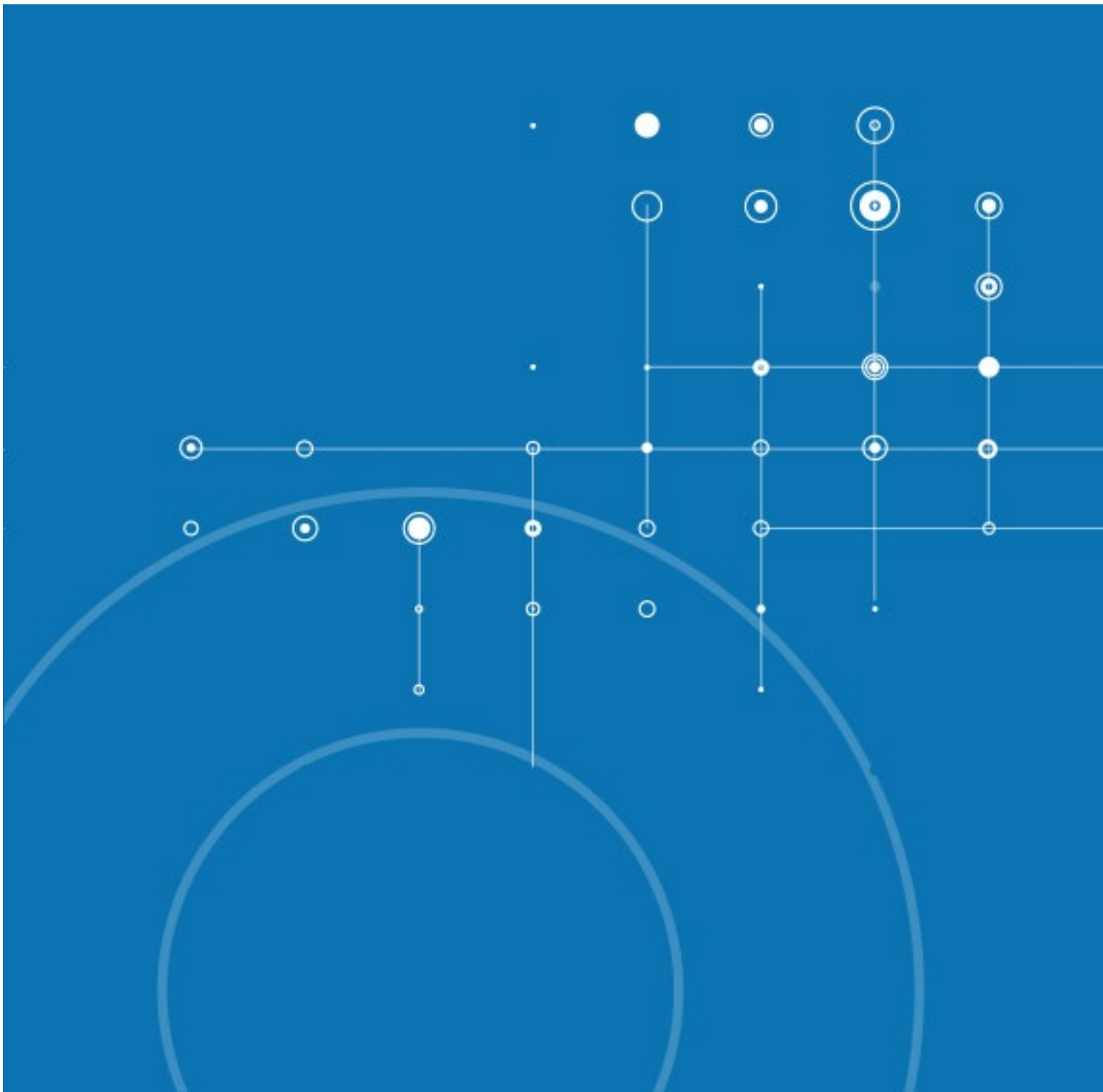
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