Growth Mindset -> Learning Organisation -> Agility

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AGILE CONFERENCE – ATLANTA GA – #AGILE2016

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Focus: Being a Learning Organisation

Achieving continuous improvement...

...To stay competitive in the market.

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Our Questions Today

1. Why does agility require a learning mindset?

2. How does growth mindset perpetuate learning?

3. What learning frameworks enhance growth mindset?

4. How can organizations influence a growth mindset?
Why do we care?

Why does agility require a learning mindset?
Good Agile Thinking IS about Learning!

http://www.agilemanifesto.org/

Requires Behaviour

- Processes and tools
- Documentation
- Contracts
- Following a plan

Requires Learning Practices

- Individuals and interactions
- Working software
- Collaboration
- Responding to change
However, Agile practices are not enough.

〜20% Benefit
- Ability to manage changing priorities
- Improved visibility
- Increased productivity
- Improved quality
- Reduced risk

〜3X Benefit
- Customer delight
- Joy at work
- Engagement
- Innovation, creativity
- Continuous learning

@michaelsahota
We Love to Learn!!
Learning Mindset = Agile Mindset

http://www.agileineducation.org/

Ineffective Learning

- Prescriptive learning
- Content only
- Evaluation based
- Control
- Competition

Effective Learning

- Iterative learning
- Culture and context
- Visible feedback and reflection
- Trust
- Collaboration
Why is growth mindset so special?

How does growth mindset perpetuate learning?
WHY ORGANIZATIONS DON'T LEARN?

Bias towards SUCCESS

Bias towards FITTING IN

Bias towards EXPERT

Bias towards ACTION

Bias towards FAILURE

Attribution bias

Over-reliance on past performance

Fixed MINDSET

Fear of FAILURE

Exhaustion

Lack of REFLECTION

Diagnostic
5-10 minutes

Tannmay Vora @tnvora QA@spire.com

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**FIXED MINDSET**

“I got it done, didn’t I?”
Performance driven

“Why didn’t you deliver?”
Failure is incompetence

“How will we know this is going to work?”
Low risk oriented

**GROWTH MINDSET**

Seeks challenges
“This will be fun!”

Failure is learning
“How will we approach this next time?”

Risk is necessary
“What are the range of outcomes?”

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Success Bias
Gino & Staats, 2015

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Brain Activity when Making Errors
Moser, Schroder, Heeter, Moran, Lee, 2011

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Growth Mindset

The perception of control over intellect that determines how to handle:

- Threat
- Self-evaluation
- Performance

Dweck, 2007 | Johnson & Stapel, 2010
GROWTH MINDSET

- Challenge
- Persistence
- Mastery
- Learning

Dweck, 2007

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GROWTH MINDSET

- Fixed Mindset
  - Avoiding Challenge
  - Give Up
  - Efforts are Valueless

- Mastery
  - Embracing Challenge
  - Challenged by Setbacks
  - Efforts are a Journey

- Challenge
  - Persistence
  - Persistence

GROWTH MINDSET

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GROWTH MINDSET

LEARNING SUB-CONSTRUCTS

- Dismiss Criticism
- Embrace Criticism
- Insecure by Others’ Success
  - Pleased by Others’ Success
- Threatened by Others
  - Inspired by Others

FIXED MINDSET

GROWTH MINDSET

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How does learning help?

What learning frameworks enhance growth mindset?
Cognitive Learning

- MEASURABLE
- “FROM THE NECK UP”

Simple recall

Explain in own words

Perform task

Deconstruct elements of system

Critique based on experience and theory

Add to existing knowledge

Bloom, 1956

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Affective Learning

- PERSONAL AWARENESS
- CONNECTION TO PERSONAL VALUE SYSTEM

Krathwohl, Bloom & Masia, 1973
Affective learning has been found as a predictor to attitude and motivation.
HOW STORYTELLING AFFECTS THE BRAIN

NEURAL COUPLING
A story activates parts in the brain that allows the listener to turn the story into their own ideas and experience thanks to a process called neural coupling.

DOPAMINE
The brain releases dopamine into the system when it experiences an emotionally charged event, making it easier to remember and with greater accuracy.

MIRRIRING
Listeners will not only experience the similar brain activity to each other, but also to the speaker.

CORTEX ACTIVITY
When processing facts, two areas of the brain are activated (Broca’s and Wernicke’s area). A well-told story can engage many additional areas, including the motor cortex, sensory cortex and frontal cortex.

Infographic highlighting the effectiveness of using ‘Whiteboard Animation’ for storytelling @stayingaliveuk - www.stayingaliveuk.com
Learning Framework

Illeris, 2002
Describe a recent training that did not meet your expectations.

Analyze if any of these were missing...

1. Acquired meaningful skills
2. Experienced motivation
3. Collaborated to learn
Employing Illeris’ Model

- What focused skill do you want them to investigate?
- How are you wanting them to relate to it?
- What environment are you going to shape for them to share and learn?

- Use a model for analyzing a training experience.
- Engage with peers through a storytelling experience.
- Integrate other people’s stories into their own stories through discussion.
Learning Cycles

ACT
- Concrete Experience
- Facts (What Happened?)
- Theory of Action

REFLECT
- Reflective Observation
- Feelings (What Did I Experience?)
- Assess Behavior & Consequences

CONCEPTUALIZE
- Abstract Conceptualization
- Findings (Why Did This Happen?)
- Revise Theory

APPLY
- Active Experimentation
- Futures (What Will I Do?)
- Implement Revised Theory

Compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html

David Kolb, Roger Greenaway, Chris Argyris & Donald Schon
What can I do?

How can organisations influence a growth mindset?
Incorporating a Learning Mindset Space

- Understand the constraints
- Understand how adults learn
- Understand the value of reflection
Constraints

- Interruptions ... every 5 minutes
- Video attention span ... 4 minutes
- Smartphone access ... 9x / hour
- You have 5–10 second to get their attention
- “I don’t have time to do my job”
Preparing for Adult Learning

- What are the **expectations** from the learning?
- How is the learning **manifested**?
- Do these two things **align**?
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<th>Goal</th>
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<td>Whole person learning</td>
<td>Social roles and learning stages</td>
<td>Mentoring</td>
<td>Experiential</td>
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<td>Facilitated</td>
<td>How we learn</td>
<td>Socialisation</td>
<td>Reflection</td>
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Influencing the Learning Mindset Space

- Understand the constraints
- Understand how adults learn
- Understand the value of reflection
Shaping Your Behaviour
Connect with Authenticity

Fostering Authentic Relationships with the Authenticity Model

- Maintain strong personal self-awareness.
- Be aware of the differences and preferences of the individuals in your audience.
- Develop unique relationship between each individual and yourself.
- Be aware of constraints.
- Engage in reflection.

Cranton, 2006
Understand Your People

Individuals are shaped by their backgrounds and experiences.

Cherish it.

Be vulnerable in this sharing.

Eric Willeke
@erwilleke
Which Way Are You Going?

Kodak

John Deere