



The Agile Mindset

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Do you mostly agree or mostly disagree with the following

Intelligence is something very basic that you really can't change much. You're born with it or not. Yes, you can learn new things, but you can't really change how intelligent you are.

No matter how intelligent you are, you can always get better, sometimes you can improve a lot.

Substitute any ability or talent for “intelligence.”



Interesting experiments

Phase I:

Students given very easy set of questions

**Then categorized (about 50-50) into
“growth” or “fixed” groups**



Phase II

All students allowed to choose between:

(1) a more difficult test (where they would learn a lot) or

(2) another easy test (similar to Phase I)

Most (~90%) “growth” students chose (1)

Most (~80%) “fixed” students chose (2)



Phase I I I

Very difficult exam given to both groups

**“Growth” students worked hard, enjoyed
the challenge**

“Fixed” students easily discouraged



Phase IV

All students allowed to choose between:

(1) seeing exams of those who did better

OR

(2) seeing exams of those who did worse

“Growth” students chose (1)

“Fixed” students chose (2)



Phase V

All students given easy test (similar to Phase I)

“Growth” students improved (by ~30%)

“Fixed” students’ were worse (by ~20%)



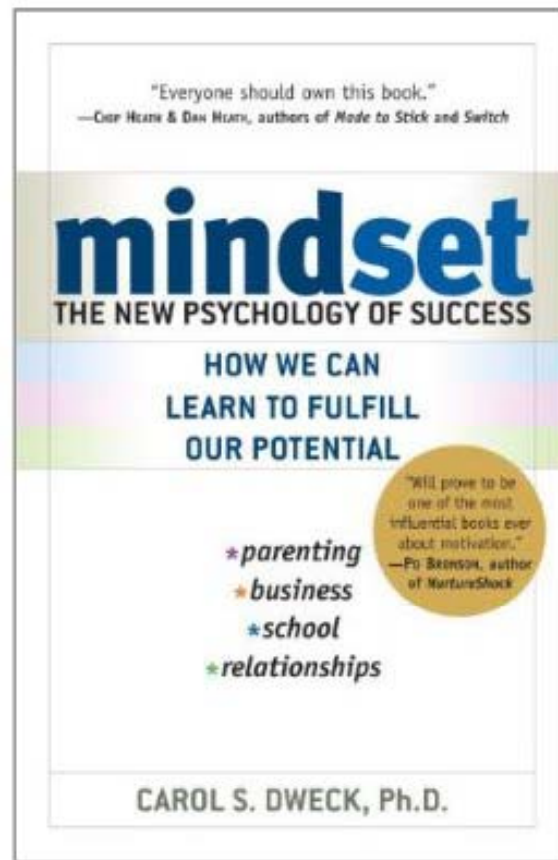
Phase VI

All students asked to give advice to other students and include their scores

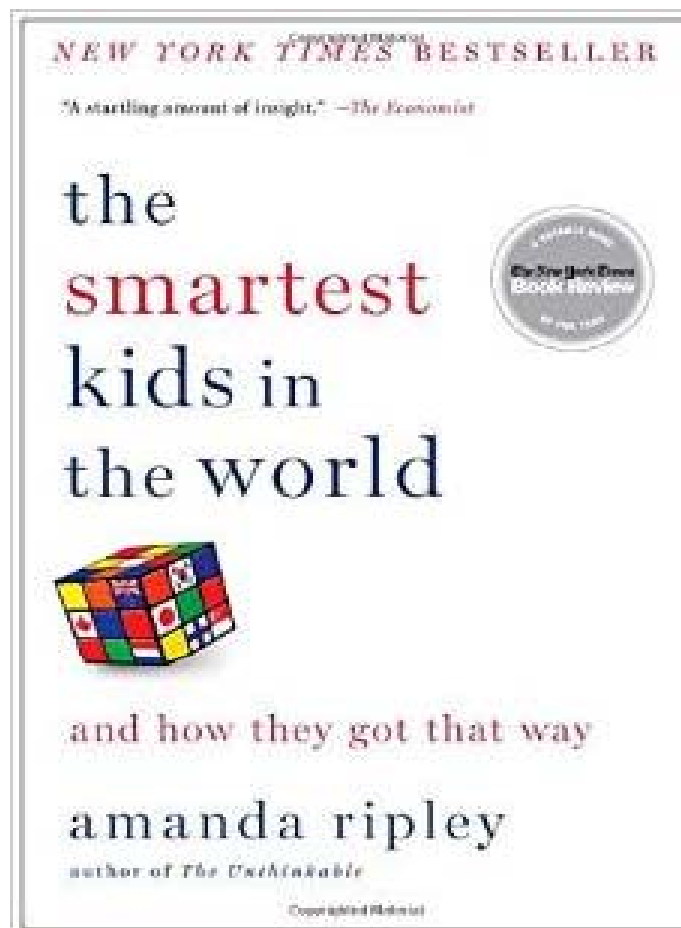
“Growth” students: Lots of advice and encouragement.

**“Fixed” students: Very little or no advice
and ~40% lied about their scores**

Mindset – Carol Dweck



Children succeed in classrooms
where they are expected to succeed.





More info

New Yorker – “The Talent Myth,” gladwell.com

New York Magazine – “How not to talk to your kids,”

Po Bronson

TIME magazine – “How to help them succeed”

mindsetonline.com/

www.stanford.edu/dept/psychology/cgi-bin/drupalm/cdweck



Fixed vs. Agile

Ability – fixed, like height

Goal – to look good

Challenge - avoid

Failure - defines your identity

**Effort - for those with no
talent**

**Reaction to challenge -
helplessness**

Ability – can grow, like muscle

Goal - to learn

Challenge - embrace

Failure – provides information

Effort - path to mastery

**Reaction to challenge –
resilience**



Belief about yourself affects belief about others

**Those with a fixed mindset are quick to
judge others based on little information
and quick to stereotype**

**Those with an agile mindset don't ignore
information about others but are less
negative/positive**

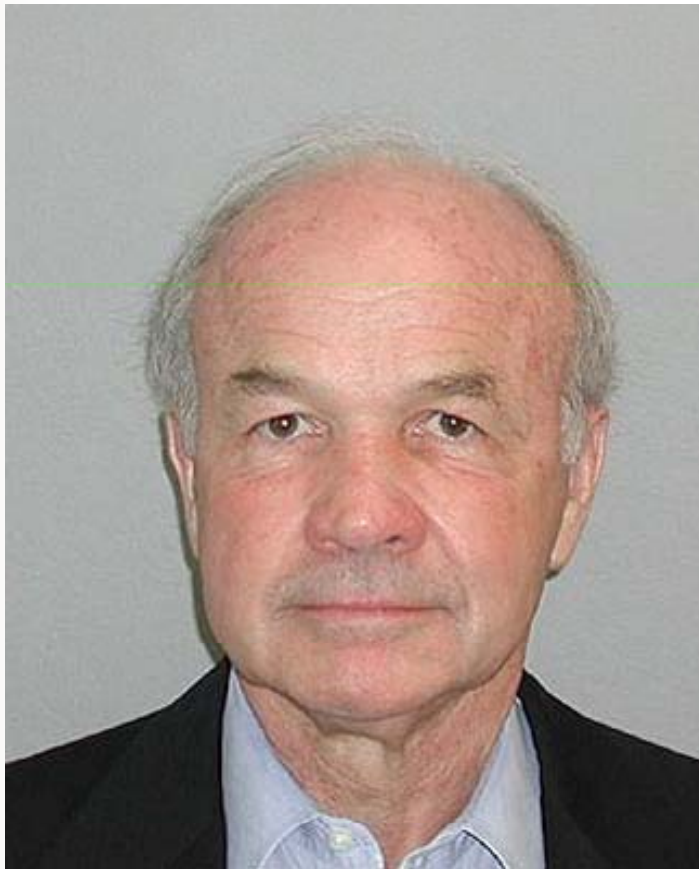
Bright little girls



Bright little boys



Smartest guys in the room





Enron's fixed mindset

Identify and hire “the best talent”

**Then continuously and ruthlessly grade,
sort, fire, and promote – a process called
“rank and yank”**

We are a company of people, not planes. That is what distinguishes us from other airlines.

A Southwest Airlines aircraft is shown in flight, banking to the right. The plane is painted in the airline's signature colors: blue on top and red on the bottom, with a yellow stripe running along the fuselage. The word "SOUTHWEST" is written in yellow on the blue tail fin. The aircraft is flying above a thick layer of white, fluffy clouds against a clear blue sky.

Great Value.
Excellent Service.
Our Mission.

Fly Southwest Airlines because you want to be treated like a person.



The Southwest Culture

Hire for attitude

**Establish a culture of community, trust, and
the “Southwest spirit”**

**Then provide learning opportunities and
continually grow people**



Managers have a mindset

“Keen to Help? Managers’ implicit person theories and their subsequent employee coaching,” Peter Heslin, Don Vandewalle, Gary Latham, *Personnel Psych.*, 2006.

“Pygmalion in Management,” J. Sterling Livingston, Sept/Oct 1988 *Harvard Business Review*.



Teams have a mindset

- **In all relationships, if there are problems then we must not "have it" -- it's a sign that the relationship is bad.**
- **If it's "meant to be" then it must be perfect.**
- **The reality is—there are no perfect people or relationships.**

Rosenthal & Fode - 1963





Rosenthal & Jacobsen - 1963

- **California elementary school children, grades 1-6 given IQ test.**
- **Teachers told some were “academic bloomers” – in reality, students in this category were randomly chosen**
- **IQ test at the end of the year showed significant gains for the “bloomers” compared with the others**



Fixed educational system?

“... what we do throughout our whole education system is give students solvable problems. In fact they’re guaranteed to be solvable.... In the real world, most problems are not solvable...and there are many competing demands....you have to often change course in the middle in order to meet sociological issues as opposed to technological ones.....it’s very difficult for us to implement that in our teaching. But I think we would do a much better job and offer a much better service to our students if we would try and teach our students to fail more effectively.”

Lawrence Krauss, theoretical physicist

We're born agile!





The good news is...

Mindset is not “fixed”

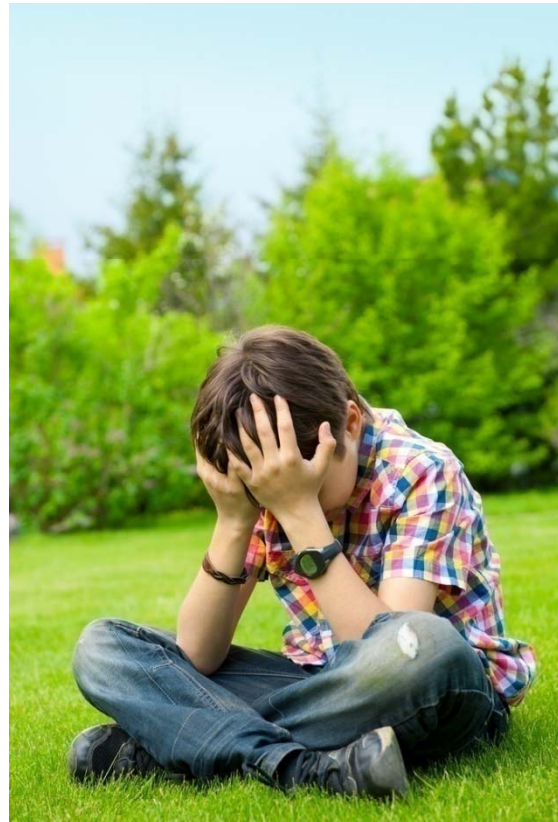
We encourage one or the other in each other

We develop one or the other in our children

**Neuroplasticity -- our brain changes as we learn
new things**

**Research shows that small experimental
manipulations, e.g. feedback or reading
an article can produce one or the other**

**You mean I don't have to
be stupid?**





Effort is good!

Praise effort, strategies, process

Ask about the work

**Instead of ignoring failure, teach that it's a
way to learn and improve**

**Encourage others to ask their own
questions, struggle, and fail**

**Ask, “Which mindset do you want to
hold?”**

Stephen Hawking





For Kids

Instead of “You’re so smart” or “You picked that up so quickly,” **say** “That was a clever approach” or “I’m proud of your persistence.”

Instead of “You’re a natural” **say** “Practice is really making you better.”

Instead of “Did you win?” **say** “Did you give your best effort?”

Instead of “How was your day?” **say** “What did you learn today?” or “What mistakes did you make that taught you something?”

Instead of “What do you want to do when you grow up?” **say** “What are your plans for reaching your goals?”

Never let failure progress from an action to an identity.

Never label kids, e.g. “Jimmy is the artist” or “Susie is the computer geek.”

When a child doubts her ability, **ask** her to think of areas where she once had low ability and now excels, or to recall a time when she saw someone learn something or improve in ways no one thought possible.

Oregon classroom teaches agility





[T] There will be a lot of steps. Many of you will fail.

[T] This comes down to teachers believing that all students can learn. Everybody is going to struggle with something. We have to see everybody as being able to get better through practicing, being able to get better through effort.

[T] Do you want my brain to grow or do you want to grow your brain today?

[S] It makes my brain feel like it has to do more than it's used to.

[S] We can't do this yet, but if we try hard we will make it.

[S] This might be wrong, but I'm not going to give up.

[T] I think most kids are up to the challenge. My biggest hope is that these kids will leave my room loving learning. I hope this is something they carry with them their whole life.



For other adults

Instead of arguing with someone who continually puts him/herself down by telling the other person, “You are smart. You are talented. You are <whatever>. Realize that this simply enforces the fixed mindset.

Remind the other person of times in the past when determination and hard work have led to success. Offer your support to help them invest energy in the new situation.

Instead of lecturing the other person, at some point BEFORE they are down, **provide information** about the different mindsets. Experiments have shown that simply describing the two approaches can help.

Depressed people tend to believe that it’s just the way they are. **Help** the other person see themselves as a temporarily derailed work in progress.



For yourself

Instead of letting salary, benefits, and status define job satisfaction, ask yourself if you're still learning. If yes, then you're fortunate to have a job that encourages a growth mind-set. View its challenges as opportunities rather than stress. If you've stopped learning, then consider looking either for new avenues of growth or for another job.

Instead of blaming others in your relationships, remember "the whole point of a relationship is to encourage each other's development."

Depressed people tend to believe that it's just the way they are. **Instead of** viewing yourself as a failed end product, think of yourself as a temporarily derailed work in progress. "We usually think of personality as something very stable, but we're finding that even core parts of it can be changed by shifting mind-sets."

Say, "I'm not good at this...yet!"



Agile software development

Fail early, fail often.

Fail fast, learn constantly.

Failure **IS an option.**

Without failure how can learning happen?

“Make mistakes faster.”

Rich Sheridan, CEO, Menlo Innovations

“Perfect is a verb.” Kent Beck



Agile is agile

The agile mindset believes that we are *ALL* a work in progress.

The agile software development process isn't fixed. It continues to change and grow as we learn more about it. If we are lucky, this will never end because it will never be perfect.

We will continue to improve as we age—just like me 😊!

Ever tried. Ever failed. No matter. Try Again. Fail again.

Fail better. Samuel Beckett, Irish poet (1906-1989)

Thanks for listening!

RELEASE!

