



Governance for the Sustainable Development Goals

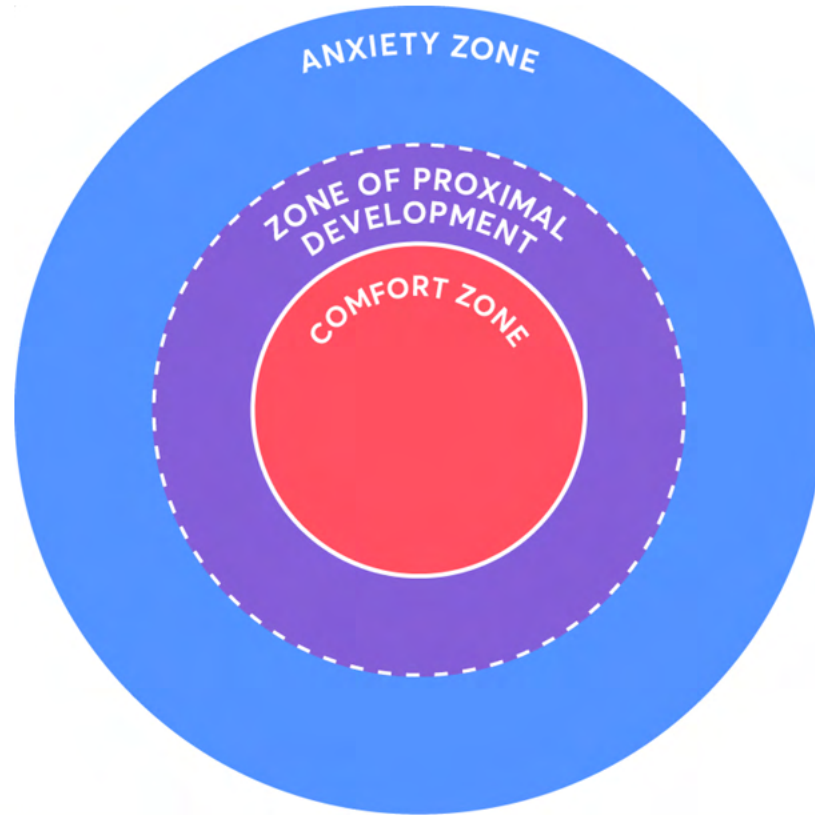
Capacity Development Curriculum

Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development

Toolkit

Day 3: Learning Mindset

Check in



Monday

Why change mindsets?

Changing the role of PAs

WHY

Elaborate why the focus is on mindsets, and why they are critical when seeking to speed up action on SDGs.

Tuesday

Exploring the Collaborative Mindset

WHAT

Identify what experimental mindsets look and feel like in practice, and what approaches can be taken to spread these mindsets and ways of working across the organisation.

Wednesday

Exploring the Learning Mindset

Thursday

Exploring the Leadership Mindset

HOW

Explore how these mindsets can be applied at an individual, team and institutional level. And how these mindsets can be embedded into their organisations.

Friday

Changing mindsets

Applying to practice

Today's agenda

9:00 - 9:15	EQ Check-in
9:15 - 9:30	Growth and fixed Mindsets
9:30 - 10:00	Chopstick Challenge
10:00 - 10:45	Learning in practice - guest speaker
10:45 - 11:00	Break
11:00 - 12:00	Ideation
12:00 - 13:00	LUNCH
13:00 - 13:35	Experimentation and hypotheses
13:35 - 14:45	Prototyping and feedback
14:45 - 15:00	Break
15:00 - 15:30	Learning and failure
15:30 - 16:15	Fixed and growth mindsets
16:15 - 16:45	Social psychology
16:30 - 16:45	Wrap up/reflect

Today's objectives

By the end of the day participants will be able to:

- Describe what a learning mindset entails, and the value it brings to tackling complex challenges.
 - Apply tools and methods to a challenge that support learning
 - Create, test and iterate an idea through prototyping
 - Describe the difference between good and bad failure
 - Understand the role of social psychology techniques to promote a learning mindset in the organisation
-

The Learning Mindset

Growth and fixed mindsets



HOW TO RECOGNISE?

- GIVES UP AT FIRST SIGN OF FAILURE
- BLAMES OTHERS (OR TOOLS, ENVIRONMENT...) WHEN THINGS GO WRONG
- THREATENED BY AND JEALOUS OF THE SUCCESS OF OTHERS
- CHOOSES TO IGNORE CONSTRUCTIVE CRITICISM

ORIGINS (THEORY)

YOU DID GREAT BECAUSE YOU ARE SPECIAL AND GIFTED MESSAGE RECEIVED FROM INFLUENTIAL ADULTS WHEN YOUNG

TALENT & GENIUS

HIRES FOR LIGHTBULB - SYNONYMOUS WITH INNOVATION: THE AH-HA MOMENT WHEN BRILLIANCE STRIKES A GENIUS INDIVIDUAL

I.E. T. EDISON "THE SOLO INVENTOR..."

FAILURE

NEED TO CHANGE THE MEANING OF 'FAILURE' - IF SOMETHING IS LEARNT FROM IT, ITS MOVED KNOWLEDGE ON.

BLAMEWORTHY ↔ **PRAISEWORTHY**

I.E. AMY EDMONSON'S GOOD & BAD FAILURE

MINDSET = SET OF ATTITUDES WHICH INFORM HOW YOU PERCEIVE, UNDERSTAND AND ACT IN SITUATIONS

FIRST OF ALL... EACH OF US CAN HAVE BOTH MINDSETS THAT CAN APPEAR AT DIFFERENT TIMES, DEPENDING ON THE SITUATION AND OUR EMOTIONAL STATE



GARGANTUAN EGOS

FIXED FACT SHEET

- **FEARS** - FAILURE, LOOKING DUMB
- **LOVES** - VALIDATION & PRAISE
- **SUCCESS** = PROVING YOU'RE SMART
- **SEES ABILITY AS A 'GOD' GIVEN GIFT**
- **GOOD OUTCOMES ARE A CONFIRMATION OF OWN BRILLIANCE**

FIXED M.S. LEADERS

CONSIDER SELVES AS 'GENIUS-WITH 1000 HELPERS'

"If you disagree with me, you're just not smart enough to understand"

WHEN IN REALITY IT TOOK TEAMS OF ENGINEERS, CHEMISTS, LAB STAFF - TRIALING & TESTING IDEAS, UNTIL THEY LEARNED WHAT WORKED.



I FAILED THEREFORE I'M A FAILURE

I'M A WORK IN PROGRESS

SELF-EFFACING HUMBLE

GROWTH FACT SHEET

- **FEARS** - GIVING UP AND NOT LEARNING
- **LOVES** - CHALLENGES
- **SUCCESS** - SELF DEVELOPMENT
- **SEES POTENTIAL AS UNKNOWN**
- **GOOD OUTCOMES ARE THE RESULT OF HARD WORK AND EFFORT**

GROWTH M.S. LEADERS

PASSION TO GET THINGS DONE

NURTURES EMPLOYEES

NEVER STOPS TRYING TO BECOME QUALIFIED FOR JOB

VALUE INPUT FROM OTHERS (EVEN CRITICISM)

[WE THINK] NOT GROUP THINK

HOW TO RECOGNISE?

- PERSEVERES IN THE FACE OF SETBACKS
- SEES EFFORT AS THE PATH TO MASTERY
- LEARNS FROM CONSTRUCTIVE CRITICISM
- FINDS LESSONS & INSPIRATION IN THE SUCCESS OF OTHERS

ORIGINS (THEORY)

YOU COULD DO BETTER WITH MORE PRACTICE

YOU DID GREAT BECAUSE YOU WERE SO HARD

ATTITUDE & MINDSET

- CURIOSITY • EMPATHY • HUMILITY • COURAGE • AGILE • IMAGINATION • RESILIENCE • POSITIVITY • CAN-DO •

WHAT DOES THIS MEAN FOR PSI?

LEADERSHIP & CULTURE

IF YOU ONLY HIRE FOR TALENT, PEOPLE ARE FORCED TO PROVE THIS TALENT AT ALL TIMES. THEY'LL:

- HIDE WEAKNESS
- AVOID RISK
- FEAR FAILURE

Everything is 'Fine'

IF YOU REWARD & INCENTIVISE HARD WORK, PERSISTENCE, GOOD QUESTIONS & PEOPLE TAKING INITIATIVE TO DO THINGS DIFFERENTLY - AND HIRE FOR THESE THINGS - YOU MAY HAVE A BETTER PROBLEM SOLVING CULTURE

REFLECTION

PEOPLE ARE GENERALLY BAD AT ASSESSING THEIR OWN ABILITIES ALL NEED A SAFE SPACE TO REFLECT -> TO IDENTIFY WHERE AND HOW TO IMPROVE/DO THINGS DIFFERENTLY.

The Chopstick Challenge

Each team needs to assign two testers and two users..



TESTERS

Set up the test, give instructions,
observe and interview



USERS

Use the prototype.

The UN Medical Unit is currently working on a critical challenge - the safe collection and movement of contaminated medical matter. A new tool to address this challenge has been developed, with the most recent prototype being inspired by the ancient Asian technique of chopstick use, specifically the teaching beginners to use chopsticks. Hence the working title “ Chopsticks Challenge”.

Chopsticks are a simple tool which are used to pick and carry a diverse range of sizes and textures, making it a suitable inspiration to address our challenge.

As part of this early stage prototype development, we are looking for facilitators to set up and run experiments, in order to gather feedback and further iterate our initial prototype.

The task

Users are given 2 minutes to move all objects in box A to box B using only the prototype provided.

The rules

- Users must lift the object from one box to another. You cannot push/roll/blow etc (remember this stuff is highly contagious).
- Users must use the prototype when lifting the objects - not your hands!
- Users cannot tamper with the objects or device in any way

Round 1

**Let's run the test with
the first user...**

Taking notes - Testers

Observe: what works well, what doesn't work well?

Don't judge!

Taking notes and thinking out loud protocol

You may ask your users to “think out loud” while they perform the task.

Don't judge!

Short interview - Tester

Efficacy: How did the tool help you to complete your task / achieve your goal?

Usability: How did you experience using it? What did you struggle with?

Suggestions: What element would you change?

Testers

Based on you observations and interviews, what would you change?



Hypothesis
What's the ~~idea~~ you want to test?

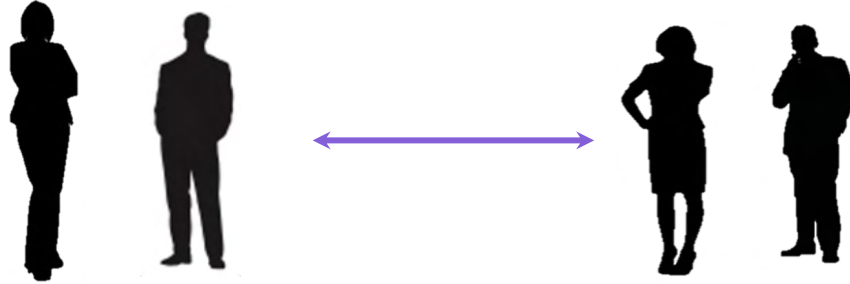
**Make the change to the
prototype**

(use the materials provided)

Round 2

**Let's run the test with
the other user...**

First, swap tester pairs with next table.
Also, those who were testers become users and users become testers



TESTERS

Set up the test, give instructions,
observe and interview

USERS

Use the prototype.

Round 3

**Repeat the testing
process again...**

Any thoughts after
this activity?



Reflective



Agile



Curious

Learning Mindset in action

Guest speaker

Suggested: Giulio Quaggiotto, Head of Innovation Regional Centre Asia, UNDP



Add image of speaker/ or embed video of them talking here

Break

Returning to your
challenge...



Reflective



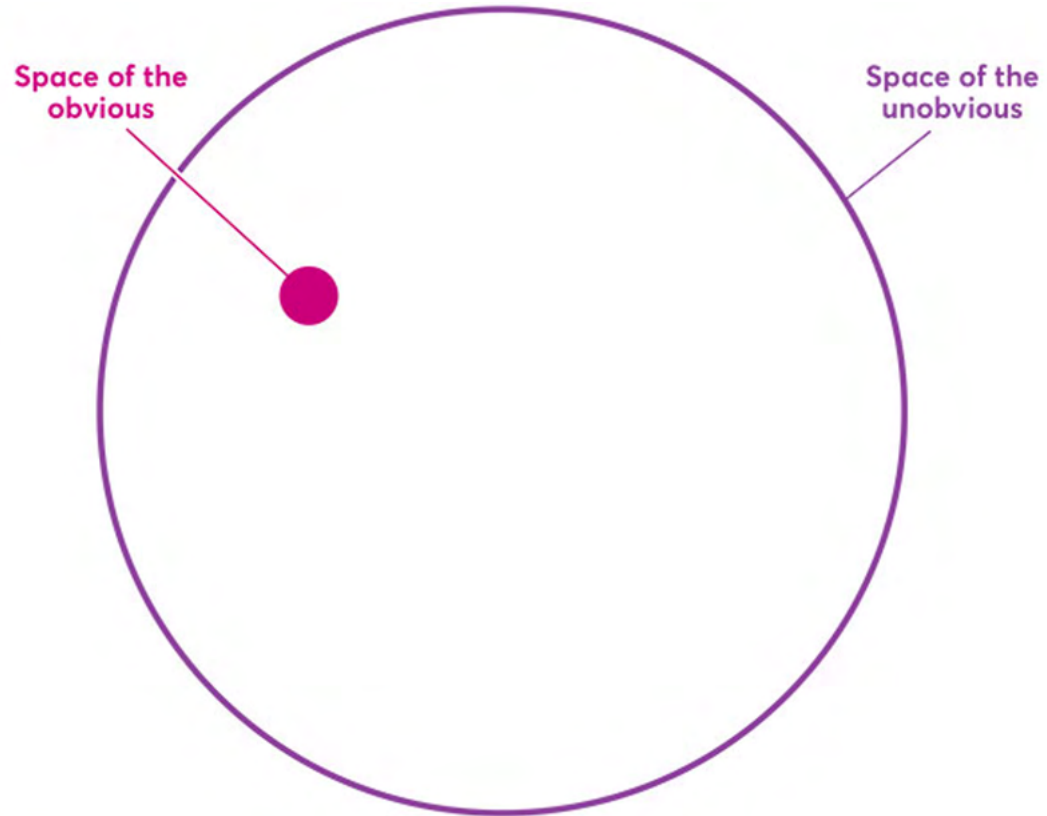
Agile

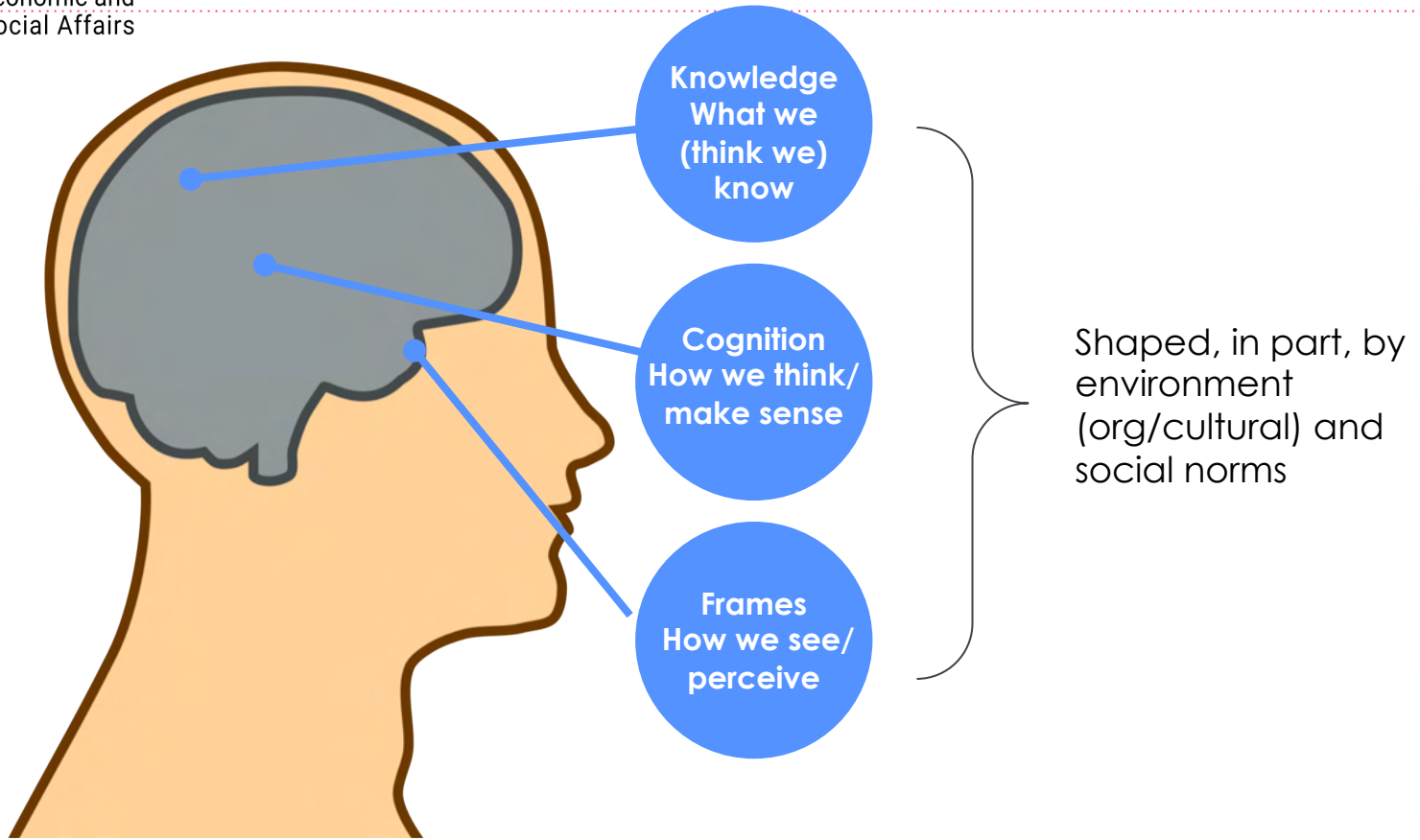


Curious

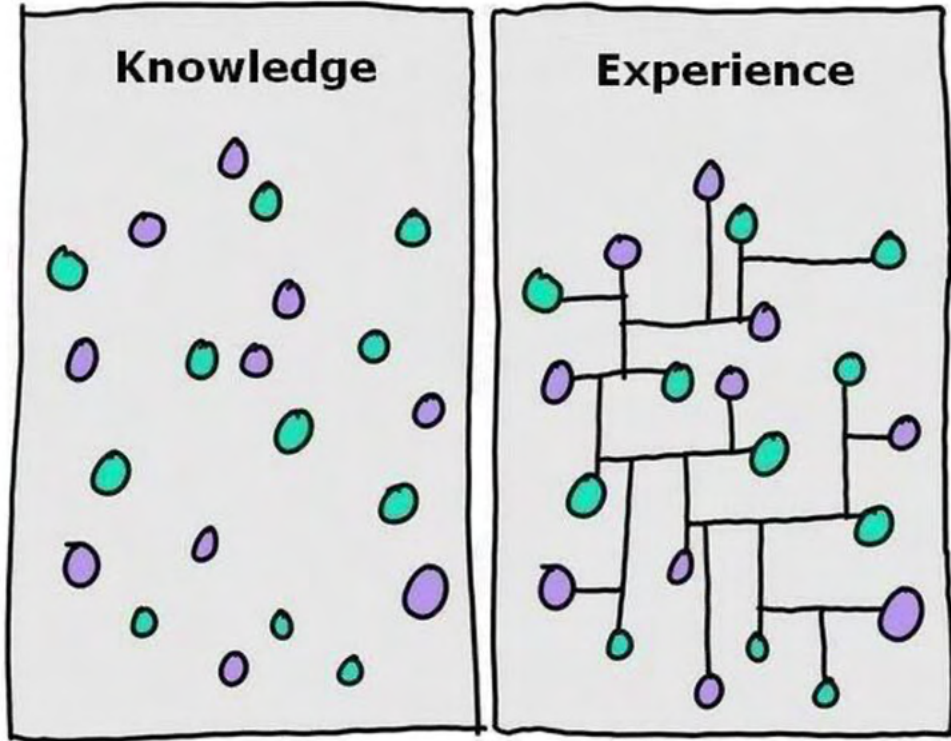
Ideation

The process of generating ideas and solutions.
The aim is to generate ideas that move beyond the obvious, towards multiple possible opportunities which can be filtered down to the best fit, the most practical, or the most impactful.

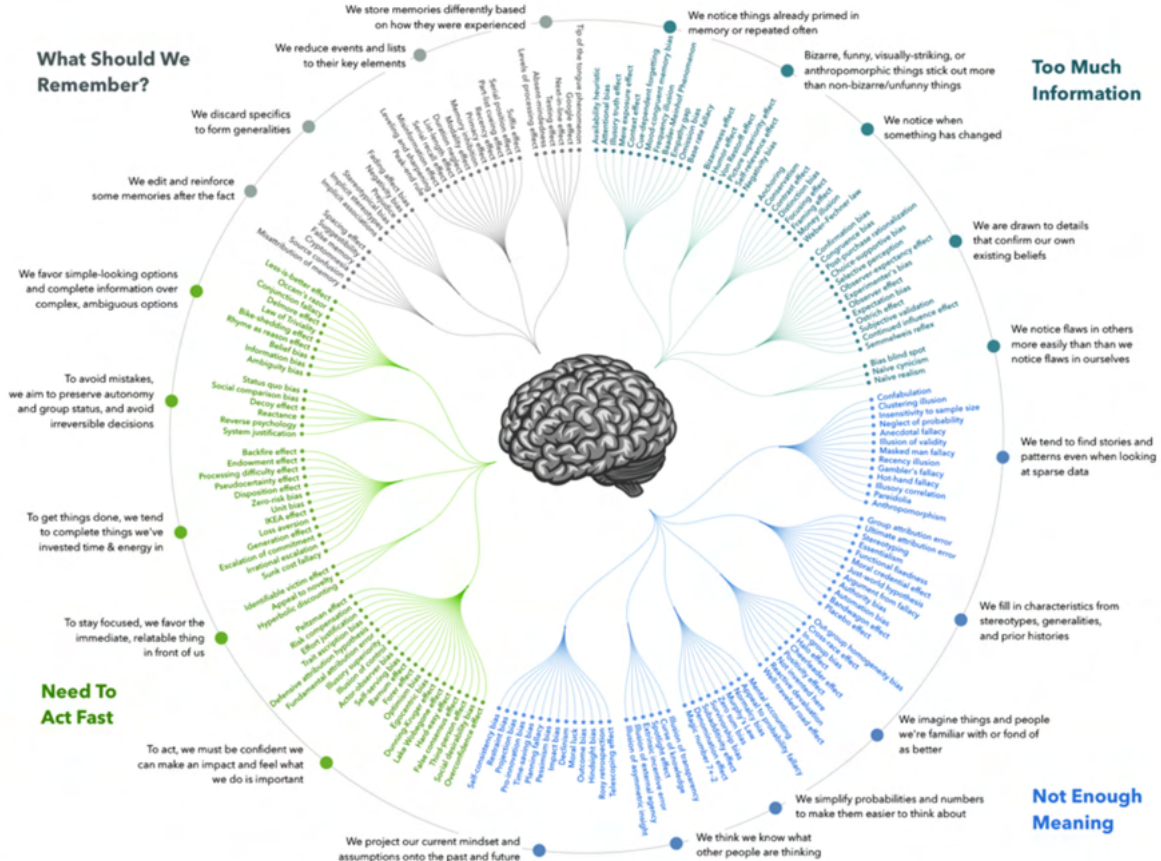




Knowledge limits



COGNITIVE BIAS CODEX



The Cognitive Bias Codex: A Visual Of 180+ Cognitive Biases by Terry Heck

Bias	Description	Implications for the innovation process
Fixation (functional fixedness)	Being blind to alternatives	Elaborating on one solution at an early stage. Focussing on one method (e.g. design thinking)
Confirmation bias	A tendency to cherry-pick information that confirms existing beliefs or ideas	Missing disconfirming information, ignoring “red flags” end up with failure at a later stage
Group think (bandwagon effect)	Individuals in a group strive for harmony and consensus and avoid raising controversial issues or alternative solutions	Ideas or misconceptions are not challenged, there is loss of individual creativity, uniqueness and independent thinking
Not invented here	Internally-developed solutions are considered better than externally-developed solutions	May incur inflated development costs, while tested and proven solutions already are available
Spotlight effect	Search for information where it is easiest	Explore what is already known, or explore a predictable subset of solutions, while innovation happens in the adjacent possible

Frames and perspectives

In the social sciences, **framing** comprises a set of concepts and theoretical perspectives on how individuals, groups, and societies, organize, perceive, and communicate about reality. Framing involves social construction of a social phenomenon – by mass media sources, political or social movements, political leaders, or other actors and organizations. Participation in a language community necessarily influences an individual's perception of the meanings attributed to words or phrases.

Wikipedia

Parable of the blind man and the elephant

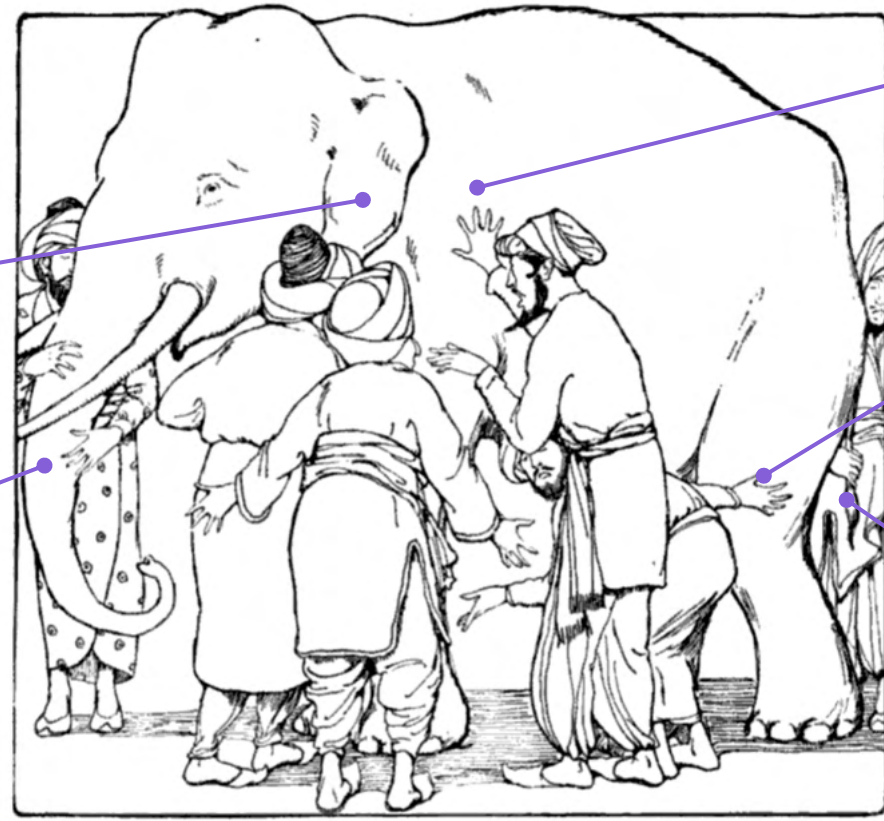


Martha Adelaide Holton & Charles Madison Curry, *Holton-Curry readers*, 1914

Parable of the blind man and the elephant

EAR
=
FAN

TRUNK
=
SNAKE



SIDE
=
WALL

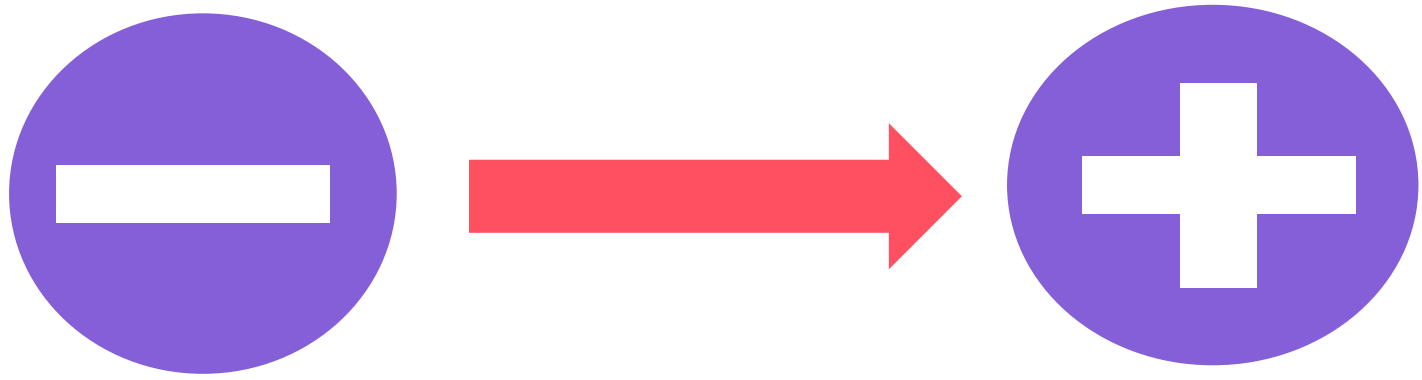
LEG
=
TREE

TAIL
=
BRUSH

Increase knowledge - read more, do more,
experience more (diverse)

Be aware of **cognitive biases** and how they
shape and limit how you think

Shift frame (change the perception of a problem)



from needs to potential
from limitations to opportunities
from barriers to possibilities



By analogy



How to improve the handover of patients from the operation theatre to the intensive care unit?



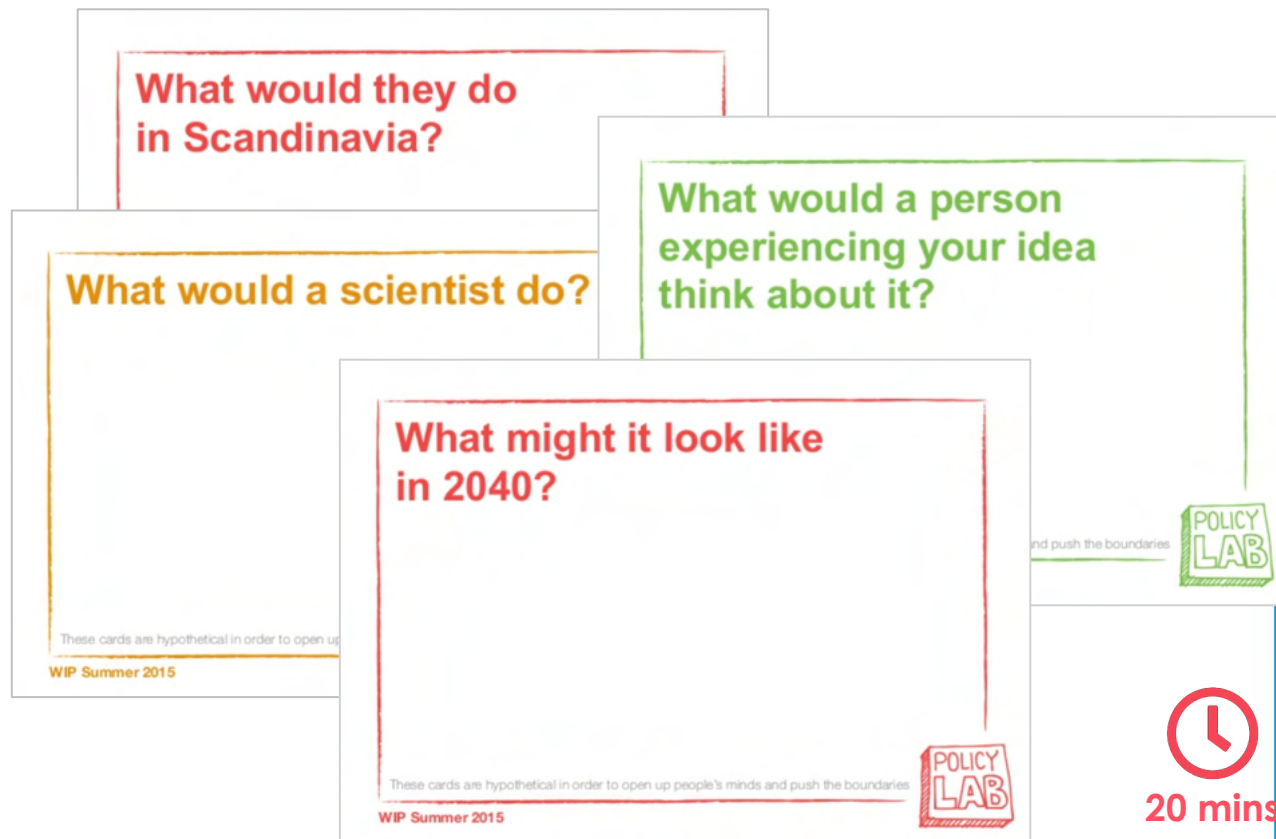
How might we organise the treatment or care programme around the patients?

Change cards

Using your problem definition, create solutions using the change cards to push your solutions.

Discuss which have potential and select 2-3 ideas that are worth exploring

Discuss how the viability of these ideas and select one which has to most potential



What would they do in Scandinavia?

What would a scientist do?

What might it look like in 2040?

What would a person experiencing your idea think about it?

These cards are hypothetical in order to open up people's minds and push the boundaries

WIP Summer 2015

POLICY LAB

and push the boundaries

POLICY LAB

20 mins

As a group, select one idea that you believe has potential.

(we'll be working on this this afternoon)



10 mins

LUNCH

How to know if your
idea works?

Experimentation

An experiment is a structured process that helps you to learn what works and what doesn't.



~~IDEAS → SOLUTION~~

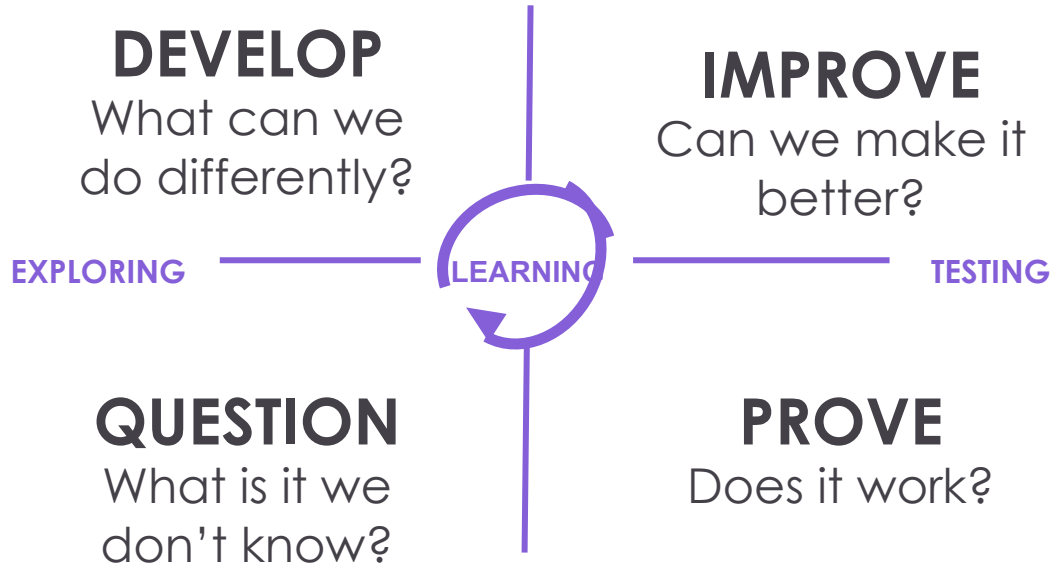
IDEAS → HYPOTHESIS

More humble approach...

Policies are usually developed by few people that are not involved in their implementation

Policy projects often becomes a quest for clear-cut interventions that idealizes the theoretical over practice

When policy projects are considered as failures, they are more likely to be failed by wider networks of support and validation



An experiment always has these characteristics:

- **Learning is the priority:** creating better intelligence by testing ideas in reality
- **Testing or trialing** a defined idea or hypothesis
- **a structure:** a systematic process that allows learning to happen
- **Timelines:** there are limits or checkpoints set from the start at which results are assessed and decisions made

What an experiment is not:

1. Any initiative where a **decision has already been made**, where the outcome will **not change what you're doing** is a bad experiment
2. Any initiative where you **don't have a process to learn** is a bad experiment

What types of experiments are there?

OUTCOMES ARE NOT KNOWN

OUTCOMES ARE KNOWN



EXPLORE

You don't know what the outcome might be.

What if...

You do something... and any outcome is good

Speculative design



TRIAL & ERROR

You have a strong hunch of what the outcome could be.

You do something and the test is a success when it generates the outcome you intended... or... it results in an outcome that is also good.

Prototyping



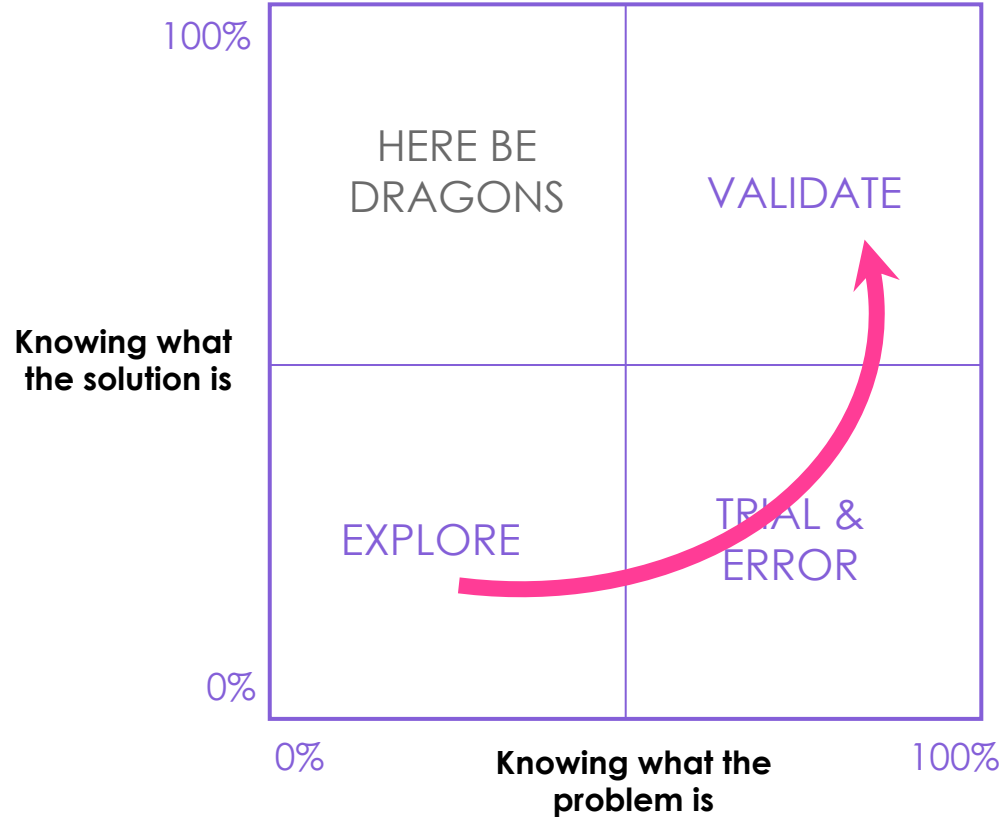
VALIDATE

You know what the outcome should be.

If ... then ...

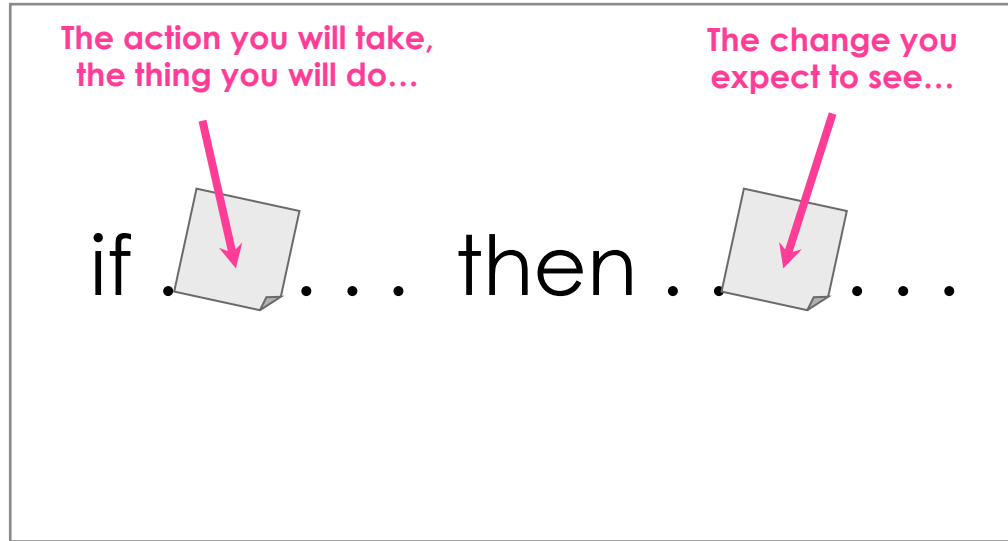
You do something and the test is a success (only) when it generates the outcome you expected.

Randomised Controlled Trial (RCT)



“A hypothesis is a testable belief about future value creation”

Michael Schrage



The basic structure of a hypothesis



Developing multiple hypotheses

This tool is to support you in turning your challenges and problems into testable hypotheses.

The challenge:

What is your problem statement?

Assumptions

What assumptions underpin your problem statement?

Hypothesis:

If this assumption is true, then ...what would be the observable outcome?

Test

How might you test this hypothesis?

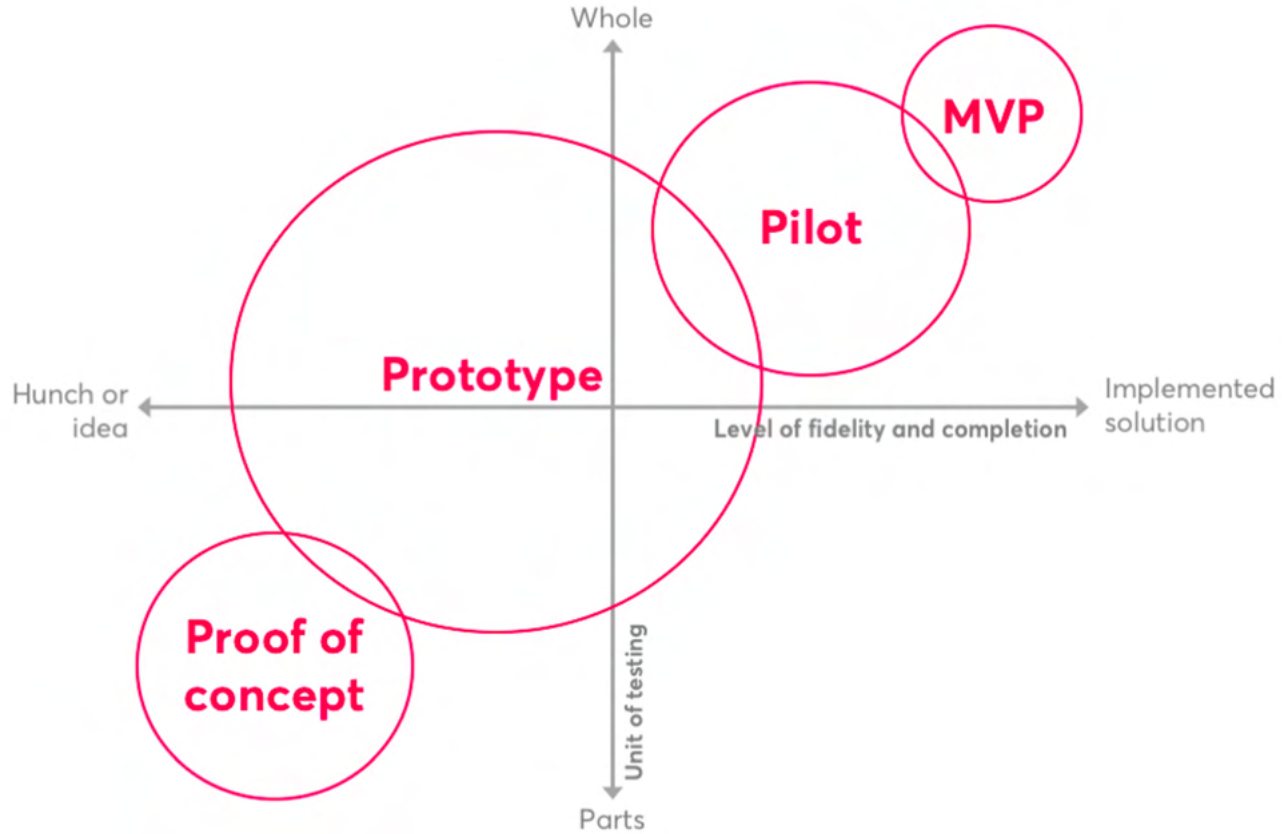
The challenge:	Assumptions	If...	Then...	Test
		If...	Then...	
		If...	Then...	
		If...	Then...	



20 mins

Prototyping

Making an idea **visible** or **tangible**, so you are able to **share and test** it with others, in order to **learn** from it.



<https://www.nesta.org.uk/blog/proof-of-concept-prototype-pilot-mvp-whats-in-a-name/>

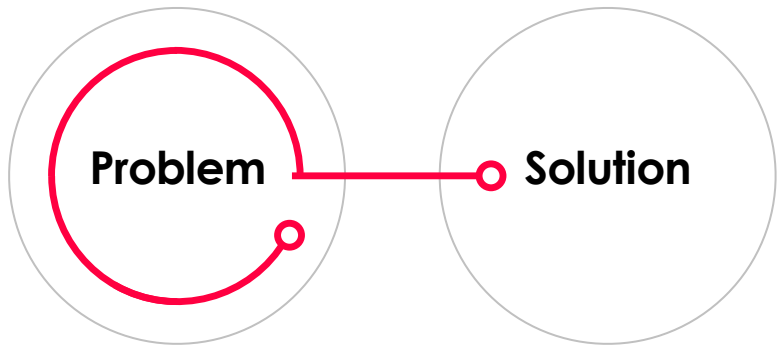
	LAB / STUDIO		REAL WORLD	
	Proof of Concept	Prototype	Pilot	Minimal Viable Product (MVP)
What is the method about?	Testing the feasibility of a crude idea or assumption to justify further development	Testing how an idea may work, look, or feel like to learn from and identify assumptions	Testing whether a solution will work in the real context to justify scaling or implementing	Testing the viability of the essential core of your solution in action and continuously adapting to create value
When is it used in the process?	Early stage	Early stage	Roll out	Live testing
What are you testing?	A hunch or assumption	An idea	A solution	The core of a solution
What is the purpose of the test?	You have a hunch and want to test if it can be made real	You have an idea and want to test how it might work and learn from it	You have a solution and want to test if it actually will work and iron out minor creases before implementing or scaling it	You have the core of a solution and want to test if there is demand, if not you change your approach
When is your test a success or proven?	When your idea is feasible	When your idea works as anticipated – if not, you must have gained insights to improve it	When a solution works as anticipated	When there is demand and the solutions works as anticipated
Who's involved in testing it?	Internal stakeholders	Users, citizens, decision makers, sponsors	Real users, decision makers, sponsors	Real users
How much development time* is needed?	A couple of minutes, hours or a few days	From half an hour up to a few days or even weeks	A few weeks up to a couple of months or a year	Continuous
What costs* are involved?	A few pennies up to 1,000 GBP	A few pennies up to 5,000 GBP	10,000 GBP up to hundreds of thousands	Core part of the business model 100k up to millions.

* These numbers are indicative

<https://www.nesta.org.uk/blog/proof-of-concept-prototype-pilot-mvp-whats-in-a-name/>

From problem to solution

Analytic approach

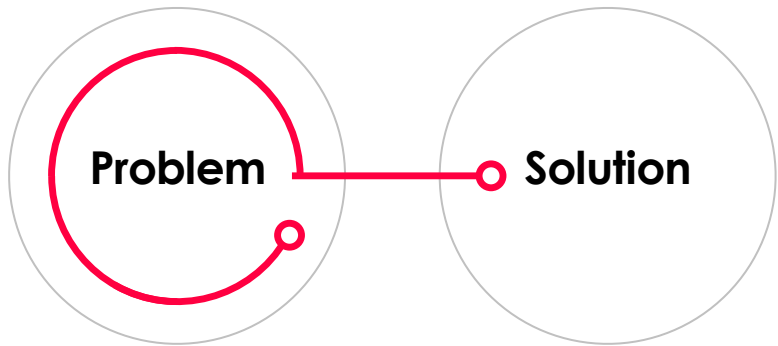


Design approach

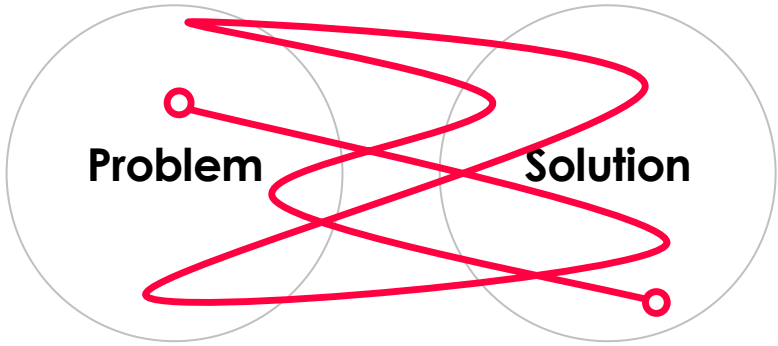


From problem to solution

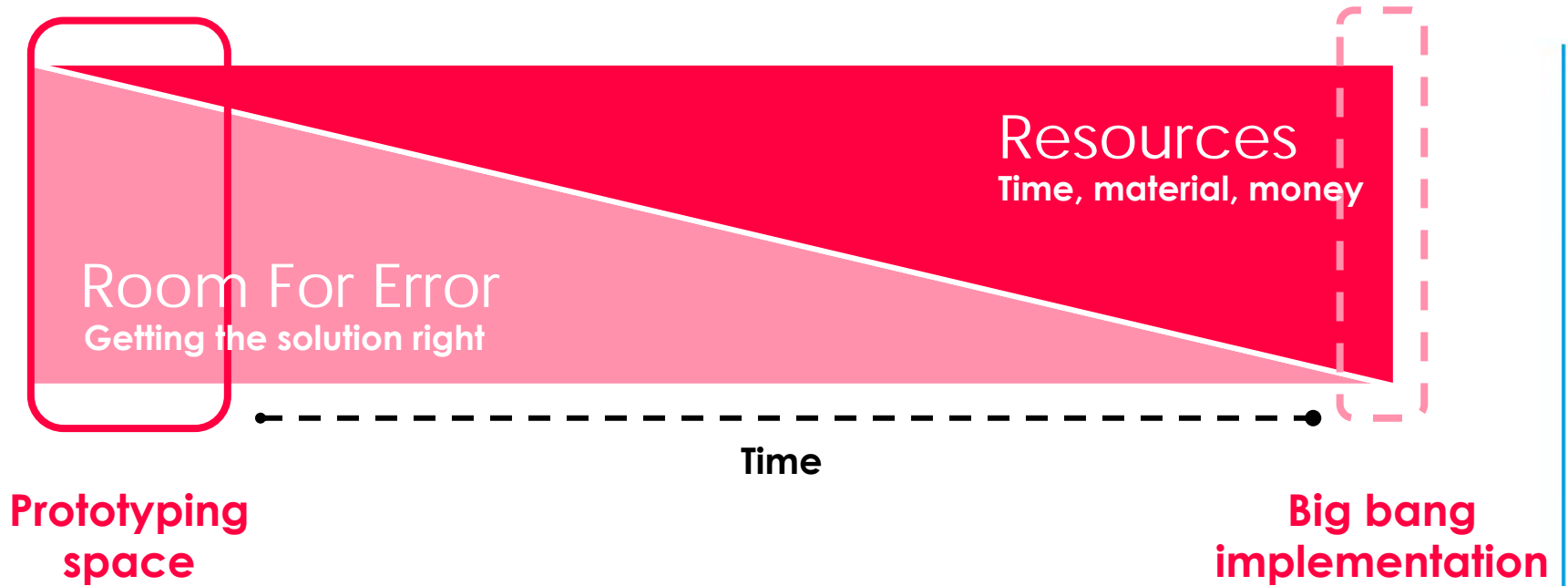
Analytic approach



Design approach



Value of prototyping and experimentation



Planning an experiment



Running an experiment

This tool will help you to plan and evaluate an experiment by articulating your hypothesis, planning how you will collect your data and reflect on the results.

Set up	Reflection		
<p>Issue</p> <p>What is the issue you are trying to solve? What is the situation you want to change?</p>	<p>Results</p> <p>What data did you collect?</p>		
<p>Hypothesis</p> <p>What (repeatable) intervention or action will solve the issue or change the situation? What will the observable or measurable outcome look like? What are you expecting or hoping that will happen?</p> <table border="1"><tr><td data-bbox="330 514 653 684">if...</td><td data-bbox="653 514 944 684">then...</td></tr></table>	if...	then...	<p>Insights</p> <p>What did you learn from your experiment? What assumptions have been reinforced or disproved?</p>
if...	then...		
<p>Plan</p> <p>How will you set up and run the experiment? Who will be involved? In what context? How are you going to collect data?</p>	<p>Next experiment</p> <p>What will you do next? What changes do you need to make? What are gaps or assumptions you have to test?</p>		

* This tool is based on [leanstack.com/experiment-report/](https://www.leanstack.com/experiment-report/) and medium.com/the-labs-wananga/lab-craft-how-we-use-experiments-to-drive-insight-b05ea3b3145f#z1vg5d9ghr



5 mins

Types of elements you can change or experiment with

**Products / Service
Touchpoints**

Physical

The products or environments needed to deliver the service

System

Organisational structures and processes

**Processes / Service
Organisations**

**Networks /
Systems**

Information

What information is communicated and via what format?

People

Roles/skills and behaviours are needed to deliver service

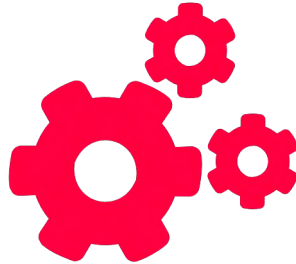
**Training offers/
experiences**



Prototyping should test how something...



Looks



Works



Feels



Behaves

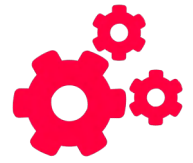
Prototyping methods

Experience Prototype:

Test a new process by incorporating role play into a physical environment



Looks



Works



Feels



Behaves



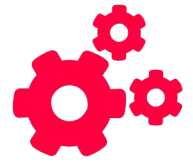
Prototyping methods

Wizard of Oz:

Test a users experience and understanding of a new product



Looks



Works



Feels



Behaves



Prototyping methods

Mock up:

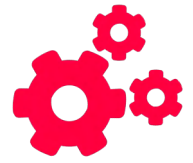
Make a system, and connections within it, explicit in order increase understanding



Looks



Feels



Works



Behaves



Prototyping methods

Paper Prototyping:

Test out required functions of prototype, and order in which things should happen



Looks



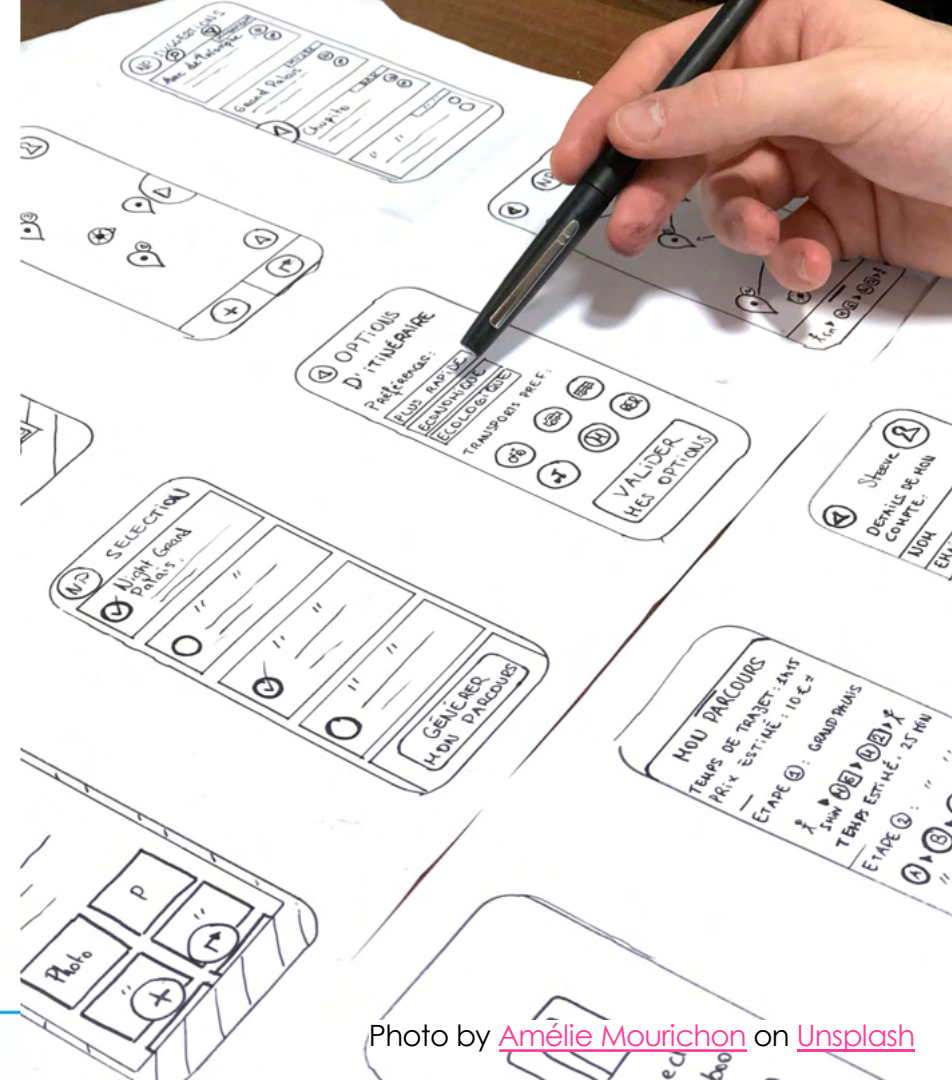
Works



Feels



Behaves





Prototyping methods

Constructive Interaction:

Have user talk through what they think or feel when performing set of tasks



Looks



Works



Feels



Behaves



Fidelity

High fidelity



Clickable prototype



Paper prototype

Low fidelity



Crude sketch

You have 10 minutes to plan out how you will run your experiment. Who will you test it with and what will you be measuring (i.e. what will indicate its a success)

LOOKS

WORKS

FEELS

BEHAVES

**Running an experiment**

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Hypothesis What (repeatable) intervention or action will solve the issue or change the situation? What will the observable or measurable outcome look like? What are you expecting or hoping that will happen? if... then...	Insights What did you learn from your experiment? What assumptions have been reinforced or disproved?
Plan How will you set up and run the experiment? Who will be involved? In what context? How are you going to collect data?	Next experiment What will you do next? What changes do you need to make? What are gaps or assumptions you have to test?

**5 mins**

Present

You have 30 minutes to
build your prototype

(be ready to present them)



30 mins

Present and gain feedback

Presenting your prototype

- State your challenge
- Tell us your hypothesis
- Present your prototype (tell us who you would test this with, when, where and why)

What did you learn?
How will it inform your next iteration?



Running an experiment

This tool will help you to plan and evaluate an experiment by articulating your hypothesis, planning how you will collect your data and reflect on the results.

Set up	Reflection
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* This tool is based on leanstack.com/learn



10 mins

Key messages:

Test your assumptions early.

Accelerate your learning by starting doing ... and iterate to improve your ideas

Break

Learning and failure

How comfortable do you feel with failing in your organisation?



How comfortable do you think your employees are with failure?



How to become more comfortable with failure?

Types of Failure

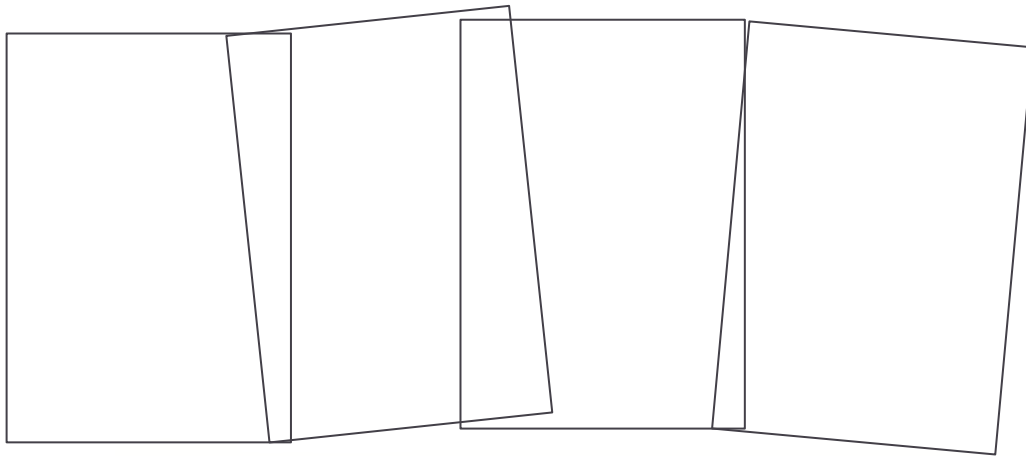
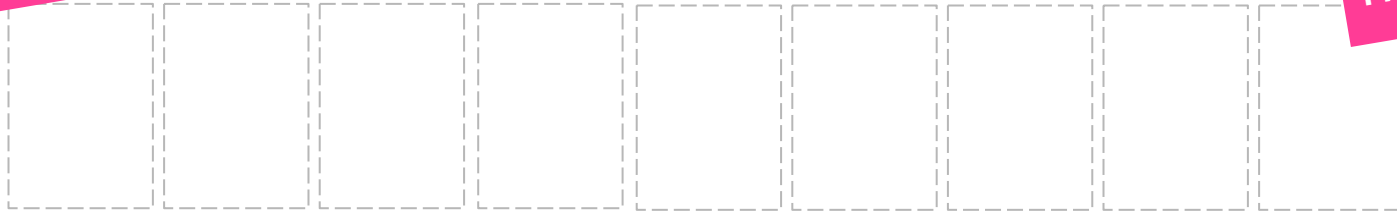
Blameworthy Failure

Praiseworthy Failure

Do you know the difference between blameworthy and praiseworthy failure?

Blameworthy

Praiseworthy



In your groups, arrange the cards into the correct order.

10 mins

Amy Edmondson, Harvard Business Review, April 2011

Types of Failure



Key messages:

- **If we, or those we work with, are too scared to fail - it will lead to inaction, stagnation, mediocracy and a lack of creativity.**
- **To address the SDGs we need new innovative ideas and actions - this will be extremely difficult if everyone is too scared to try.**

Identifying your fixed mindset

Moving from a fixed to a growth mindset



Activity inspired by Carol Dweck's Mindset - changing the way you think to fulfil your potential'

STEP 1

Embrace your fixed mindset

We all have one dwelling within us, depending on the situation or our emotional state.



STEP 2

Identify the triggers

- when does your inaction
mindset appear?

New challenge?

When under pressure?

When you feel you don't
know enough?

When you're tired?

When you don't see the
value?

STEP 3

STEP 4

STEP 2

Identify the triggers

- when does your inaction
mindset appear?

New challenge?

When under pressure?

When you feel you don't
know enough?

When you're tired?

When you don't see the
value?

STEP 3

Name it!

Who are they?

What makes them tick?

How do they affect you?

How do you know they are
coming?

How might other people
recognise when they are
around?

STEP 4



STEP 2

Identify the triggers

- when does your inaction
mindset appear?

New challenge?

When under pressure?

When you feel you don't
know enough?

When you're tired?

When you don't see the
value?

STEP 3

Name it!

Who are they?

What makes them tick?
How do they affect you?
How do you know they are
coming?

How might other people
recognise when they are
around?

STEP 4

Identify what actions you can take to counter the triggers?

How do you pre-empt it
and ensure it doesn't
prevent you from taking
action?

Who would like to share their 'fixed mindset' character with us?

How to encourage a
growth/learning
mindset in your
organisation?

Three building blocks for a learning organisation

Supportive learning environment

Psychological safety: To learn, people cannot fear being belittled or marginalized if they disagree or ask naive questions. They need to feel comfortable.

Appreciation of differences: learning occurs when people become aware of opposing ideas.

Openness to new ideas: Employees should be encouraged to take risks and explore the untested.

Time for reflection: when people are overstressed their ability to think analytically and creatively is compromised. They need protected time to do this.

Concrete learning processes and practices

Learning environment arises from a series of concrete steps and widely distributed activities.

It requires the generation, collection, interpretation and dissemination of information. I.e. experiments, intelligence gathering, technological trends, education and training.

Knowledge must be shared across individuals, groups or the whole organisation - moving laterally or vertically.

Reinforcing leadership behaviour

When leaders actively question and listen to employees—prompting dialogue and debate—people feel encouraged to learn.

If leaders signal the importance of spending time on problem identification, knowledge transfer, and reflective post-audits, these activities are likely to flourish.

When leaders demonstrate through their own behavior a willingness to entertain alternative points of view, employees feel emboldened to offer new ideas and options.

<https://hbr.org/2008/03/is-yours-a-learning-organization>

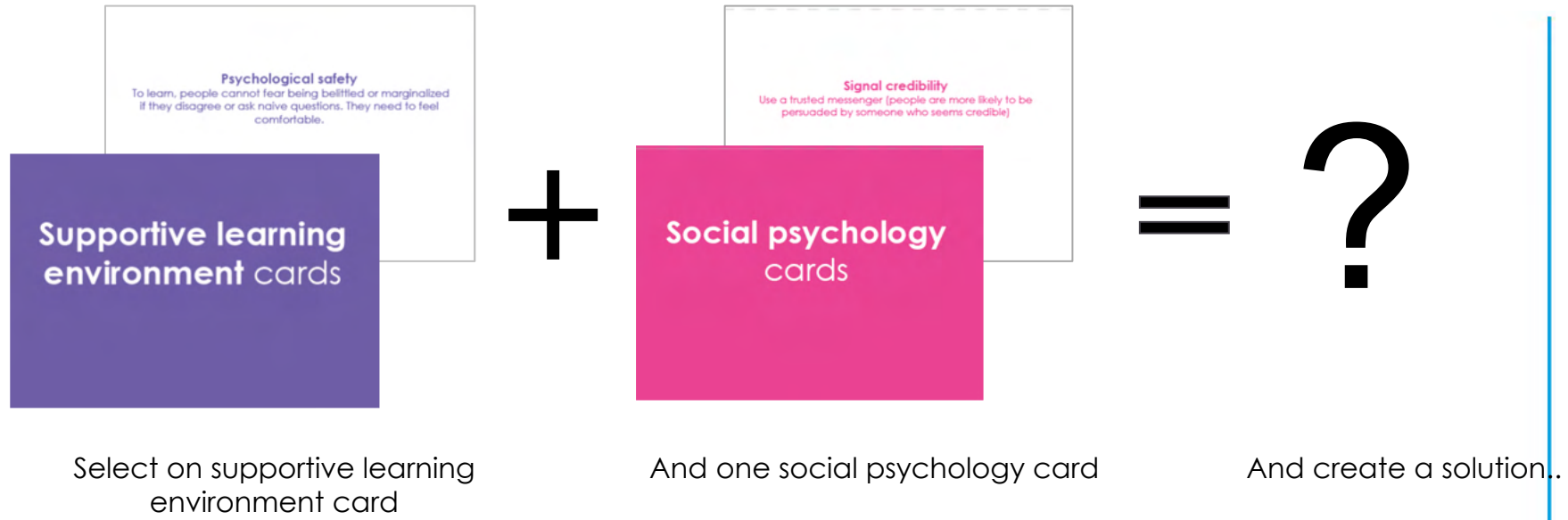
Utilising social psychology principles..

Social Psychology:

“the scientific field that seeks to understand the nature and causes of individual behavior in social situations” (p. 6) Baron, Byrne and Suls (1989)

1. Social modelling: provide a **positive example** of the transformation you seek [Bandura, 1962](#)
2. Social norms: use **the bandwagon effect** (convey the idea that most people are already doing it) ([Lewin, 1943](#))
3. Signal credibility: use a **trusted messenger** (people are more likely to be persuaded by someone who seems credible) ([e.g., Heesacker, Petty, & Cacioppo, 1983](#))
4. Respect autonomy: being patronized **elicits resistance** ([Brehm, 1966](#))
5. Avoid blame and focus on growth

<https://medium.com/learning-mindset/5-strategies-for-changing-mindsets-ce2de5f92056>



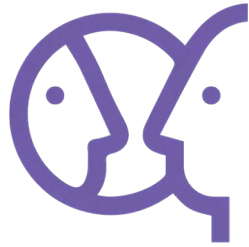
Let's share some ideas..

Wrap up and
reflection

Wrap up day #3

Reflections, questions, take-aways

What's on tomorrow?



Reflective



Agile



Curious

