Growth Mindset in Organizational Culture and How It Interferes in the Innovation Process

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Abstract

The present study analyzed the Organizational Culture oriented to Growth Mindset and how this interferes in the Innovation Process of the organization. A bibliographic research was carried out in several databases of academic journals of national and international articles and books on these topics. It was first sought the various definitions of the constructs and then their relationships. Culture and Mindset are initially defined with meanings assigned outside the organization, and later their concepts are sought in the context of organizations. Next, the references of its interrelations with innovation are pointed out. The paper seeks to contribute to its conclusion by proposing, through its analysis, a structural model with three hypotheses of relationship between the processes of Growth Mindset, Cultural changes in the organization and implementation of Innovation Processes in the company.

Keywords: Organizational Culture; Mindset; Innovation.

Introduction

Through globalization, the world has opened up for business because not only businesses and people are connected, everything is. Business is not merely local but open to all. Leaders with a global mindset vision, that is, culturally empowered, open to development, with a culture that promotes learning, have the competitive edge in this new scenario. Mozzato and Denize Grzybovski (2018).

Companies will need to be aware of this new scenario with new tools and world view, which demands people with new skills. It will be necessary to develop new skills and plan to attract and retain new talent. Capture, retain and train according to the new skills of revolution 4.0 (Carmona, Silva, & Gomes, 2017). It is advised that managers develop an organizational culture to obtain performance advantages with the implementation of service innovation practices. Successful companies are those that consistently create new knowledge, can disseminate it widely throughout the organization, and can quickly incorporate it into new technologies and products, these activities define the company as a "knowledge creator," whose only business is continuous innovation (Nonaka, 2007). Many of the activities that are being developed are on the automation list so it does not make sense to expend energy and cost. It is necessary that the professionals who are going to work with these new technologies are prepared, so the study sought out to answer the following question: "What are the impacts of the Growth Mindset on the organizational culture and how does it interfere in the innovation process?"

Bibliographical research was carried out, with surveys of data in national and international articles and books on the subject, where it was first sought to find the definition of the constructs. Culture and Mindset are briefly defined with the meanings assigned outside the organization, and then their concept is attributed to the organizational environment, and then thoughts about their interrelationships with innovation.

Culture in society and in organizations

According to Hofstede (2011) culture can be defined in several ways, for the author the short definition of the construct is: "Culture is the collective programming of the mind that distinguishes members of one group or category of people from others." For him, culture only exists in the collective, but can be connected to different collectives, where within each collective there is a diversity of individuals, and if the characteristics of individuals are imagined as varying according to their capacity to think and reason, the variation between cultures is the change in the Intelligence Quotient when it moves from one society to another.

Hofstede was a professor at an international business school in 1971, where he applied a questionnaire to course participants, who were managers from several different countries, to answer the same questions that were used in the multinational corporation. With this study, he concluded that the terminology to describe the national culture consists of four different criteria: Individualism versus collectivism; Distance of large or small power; Prevention of Strong or Weak Uncertainty; Masculinity versus femininity. "Individualism vs. Collectivism" is the relationship between an individual and his colleague in collectivism, according to the author, at one end of the scale, we find societies in which the bonds between individuals are very loose. Everyone is supposed to take care of their own interest and perhaps the interest of their immediate family. This is made possible by a great deal of freedom that such society leaves to individuals. At the other end of the scale we find societies in which the bonds between individuals are very tight. People are born into collectivities or inner groups that may be their extended family (including grandparents, uncles and so on), your tribe or your village. Everyone should take care of the interest of their group and have no other opinions and beliefs than the opinions and beliefs of their inner group (Hofstede, 1983).

For Mesoudi (2011) it is just a concept, just like any other, like "life or energy", that most people use in everyday speech without giving real importance to its real meaning. Many often use it in several different but juxtaposed directions. It can be used to identify a group of people, usually organized in a single nation, such as the "French culture" or "Japanese culture", or can be used in the sense of "high culture" such as literature, classical music, and fine art. According to Moffett (2013) human societies are examined as distinct and coherent groups. This trait is considered, more sparingly, an atavistic, deeply ingrained part of our ancestry, rather than a recent cultural invention.

According to Macêdo (2002) culture is apprehended by man through the process of changes that result from the contact between peoples, from which he learns or acquires the values of the group or society in which he is inserted. For Fincas (2015) humans were shaped for millions of years through group coexistence. Learning to live in our new space, both real and virtual now, demands from all of us to learn constantly and make the necessary adaptations. For Schein (1988) culture is a group property and can be thought of as the accumulated learning that a given group acquired during its history. Culture or Civilization, taken in its broad ethnography, is that complex which includes knowledge, belief, art, morals, law, custom, and any other (abilities and habits) acquired by man as a member of society (Tylor, 1871). Cultures are systems (of socially transmitted patterns of behavior) that serve to relate human communities to their ecological environments (Keesing, 2010). These community lifestyles include technologies and types of economic organization, settlement patterns, types of social grouping and political organization, religious beliefs and practices, and so on.

From the knowledge of this society, the behavior of a person within the groups can be understood. The process of acculturation is in charge of transmitting to the subject the values and beliefs present in the culture of a group (Macêdo, 2002). And the actions of the subject throughout his life will be influenced by this internal culture, which may be modified by

experience with other cultures.

Looking at our primates by learning local traditions, using tools and manipulating symbols, we can no longer say that "culture" is the inheritance of learned symbolic behavior that makes us human (Keesing, 2010). Behaviors are cultural insofar as they are socially learned through observation and interaction in a social group. All the culturally acquired behaviors, beliefs, preferences, strategies, practices are also genetic in the sense that their acquisition requires brain machinery that allows a substantial amount of complex and high fidelity social learning (Henrich & Henrich, 2006).

For Mesoudi (2011) humans are a cultural species. We acquire a myriad of beliefs, attitudes, preferences, knowledge, skills, customs, and norms from other members of our species culturally, through social learning processes such as imitation, teaching and language. And standing between the tides of change and individual diversity, we can no longer comfortably say that "a culture" is the patrimony of a certain share of society (Keesing, 2010).

According to Macêdo (2002, p.4)

to convey this concept to the business organization, it can be said that organizations have an increasing influence on the individual conduct of the people who participate in them. Organizational socialization is a process of acculturation and formation in which one teaches what is important for the person to adapt in a given organization.

For the Oxford English Dictionary, the word "Organization" is defined as, "An organized group of people with a specific purpose, such as a commercial or governmental department." It came to refer to a partnership of two or more people to pursue a business and then expanded to a broad modern definition as any type of business organization. It is argued that a truly descriptive theory of the firm needs to take seriously the idea that firms are fundamentally cultural in nature and, in addition, cultures evolve (Weeks & Galunic, 2003). In each case, the personal knowledge of an individual is transformed into valuable organizational knowledge for the company as a whole. Making personal knowledge available to others is the central activity of the knowledge-creating company, this occurs continuously and at all levels of the organization (Nonaka, 2007).

Organizational socialization is a process of acculturation and formation in which one teaches what is important for the individual to adapt in a given organization, induced by the transmission of a series of contents that relate to the fundamental objectives of the organization, the means chosen to achieve the responsibilities of members and the behavioral patterns necessary for effective performance, as well as a whole set of rules or principles regarding the preservation of the identity and integrity of the organization (Macêdo, 2002). Teams play a central role in the knowledge-creating enterprise because they provide a shared context where individuals can interact with each other and engage in the constant dialogue upon which effective reflection depends (Nonaka, 2007). Team members create new points of view through dialogue and discussion. They gather their information and examine it from various angles. Firms are theoretically better than markets in knowledge sharing because of the shared sense of identity of company members, this shared identity is built through culture (Weeks & Galunic, 2003).

In many ventures, collaborations involving several people, in various locations, have become unquestionably necessary (Cohen & Prusak, 2001). We no longer operate with industries that produce goods repeatedly performing the same standard and well-defined tasks. Instead, today's industries are knowledge-intensive organizations. The theory conceptualizes the firm not only as a cultural knowledge entity, in which the concept of culture includes shared knowledge, but also the other ways and forms of shared beliefs,

meanings, values, behaviors, language, and symbols in the firm (Weeks & Galunic, 2003).

For Spender (1994) a modern view of the company sees it as a resource package. It follows that the competitiveness of the company, its capacity is related to the components of this package. Weeks & Galunic (2003) argue that firms are better understood as cultures, such as social distributions of thought and outsourcing forms. Over time, companies evolve as a process of selection, variation and retention of memes, because according to Tigre (2005, p. 189), companies and organizations do not develop in a vacuum, being structured from certain contexts (or paradigms) that undergo successive transformations. A private enterprise, or firm, is simply a form of legal fiction that serves as a connecting point for contractual relationships and is also characterized by the existence of divisible residual rights to the assets and cash flows of the organization, which in general can be sold without the permission of the other participants in the contract (Jensen & Meckling, 2008, p.90).

Organizational cultures are often the creation of entrepreneurship, of the values of its founders. Founders often create an organizational culture of a preconceived "cultural scheme" in their head (Bass & Avolio, 1993). The innovation culture model adopted must, in fact, be idiosyncratic models at the company level and, therefore, contribute to create competitive advantages that are difficult for other companies to replicate (Carmona, Silva, & Gomes, 2017). Thus, organizational culture constitutes in the relationships and in the way employees organize, interact and make decisions within their company (Cardozo, Arriero, Mariani, Araújo, & Arruda, 2018, p.90).

Ramos (2018, p.52) shows that,

from the studies and shared thoughts, it is possible to reflect on the importance of the culture for any organization. Understanding its characterization and influence in the development of the company's activities is of fundamental importance for the understanding of its identity, its norms and limits, as well as the reason why the company does what it does, in the way that it does it.

In this way, it can be concluded that the culture of the organization studied strongly influences the mentor's dynamics from three categories of values related to valorization: technical-professional development, social interaction and human being (Neto & Souza-Silva, 2017).

It is recommended that managers develop an organizational culture to gain performance advantages with the implementation of service innovation practices (Carmona, Silva, & Gomes, 2017). Successful companies are those that consistently create new knowledge, broadly disseminate it throughout the organization, and quickly incorporate it into new technologies and products, these activities define the company as a "knowledge creator," whose only business is continuous innovation (Nonaka, 2007). In the model proposed by (Zheng, Qu, & Yang, 2009) the dominant cultural mechanism at this stage is negotiation, and refers to the process in which cultural elements of different subcultures are exchanged and traded, as the organization, culture renegotiates its identity. Conflicts, controversies, and power struggles tend to occur in this process, once different, validated cultural visions become part of the dominant culture.

According to Schein (1988) most managers today use "culture" freely to refer to anything that has to do with beliefs, values, norms, ideology, and managerial style. If a change program has an emphasis and importance, or if resistance to change is found, managers speak of "cultural changes" they are making or contemplating. For example, mergers and acquisitions are freely discussed as problems of cultural congruence or blending, the effect of all this is to confuse the field and lead to the suspicion that cultural research is just a fad

that will pass in a few years (Bass & Avolio, 1993).

In a highly innovative and satisfying organizational culture, we are likely to see transformational leaders who are based on assumptions such as: people are trustworthy and purposeful; everyone has a unique contribution to make, and complex problems are treated at the lowest possible level. Leaders who build these cultures and articulate them to followers often exhibit a sense of vision and purpose. They align others around vision and empower others with greater responsibility to achieve a vision. It is understood the importance of the influence of the culture in the organization for the structuring, dissemination, and perpetuation of the processes of intelligence in public management. (Melati, 2017).

Employees and managers perceive organizations with smaller distances of power as being more efficient, thus reflecting better operational performance (Triguero-Sánchez, Peña-Vinces, & Guillen, 2018). In this way, good habits are generally validated and taught to future generations as a correct practice, thus transmitting this culture itself (Cardozo, Arriero, Mariani, Araújo, & Arruda, 2018,P. 90). According to Larentis, Antonello, & Slongo (2017) it was possible to identify that relationships interfere in cultural issues, considering the quantity and quality of interactions between different organizations, trust, commitment, cooperation, and learning processes. For Zheng, Qu, & Yang (2009, p. 155) the cycle starts from the moment a new organization is established when leaders explicitly state their culture and teach culture to other members of the organization. As the organization transitions into middle age, significant changes happen as leadership changes and culture tends to differentiate and lose integration.

Mindset

According to Dwecks (2017) our brain is a set of nerve cells that needs to be trained, in it, we have several softwares that support us in our day to day activities. In terms of neuroscience, it is the brain's plasticity that promotes our permanent learning. It becomes necessary to self-evaluate to realize which kind of mindset we present, the fixed one demonstrates that people are already born intelligent and that they do not need to strive, on the other hand, growth mindset believes in the development and that through effort people can achieve their goals. The mindset is what defines who stops or achieves success. The values and beliefs themselves are the maps and mental models that can be exchanged. The author also emphasizes that when knowing and evaluating that this is not the path and the mental model that one wants to have, one can change. With the mindset, it becomes possible to read the world, observe people's behavior by saying: I am short, I am tall, it is very expensive, I am not intelligent, I am not capable. Knowledge of the acting action of this mindset can be chosen to change and not be limited to these beliefs. For Dwecks (2017) no one is born ready, with the growth mindset they develop with training until they create a skill, so much one must face obstacles, question how and what one can learn, be proactive.

Having a clear and well-defined goal supports in mindset change, the mind receives new software with new information to achieve its goals. Identity is formed according to the beliefs that guide our lives and the changes in these can lead us to different behaviors before life situations. Even with changes, some remain in the fixed mindset that denies the desire to change. If the person believes that it is possible to achieve it, she will seek to achieve it. It is necessary to understand our present moment as well as the resources available to reach the desired state. It might go wrong, but we are changing the direction by always focusing on the target that is the goal (Marques, 2013). According to Aditomo (2015) some students can recover after setbacks, while others are discouraged and suffer negative consequences.

The path analysis indicated that the growth mentality over academic ability (but not about intelligence) led to the adoption of goals and attribution of effort, which protected

against demotivation in the face of academic regression, which in turn led to better academic achievement. This motivational pattern became more pronounced among students who experienced a setback in their midterm exam. So experimenting with new behaviors and strategies can put someone at risk of failure. Fixed and growing mentalities should predict differential tendencies to engage in experimentation. With a fixed mindset, capacity is perceived as a fixed capacity, and performance is an indicator of that fixed capacity. Fear of failure in an unsuccessful experiment and the corresponding exposure of one's inadequate ability will likely reduce the willingness to engage in experiments. In contrast, with a growth mentality, capacity is perceived as a more malleable capacity that can be developed. In addition, with the growth mindset, there is greater receptivity to challenging situations that provide learning opportunities. Individuals with a growth mentality should, therefore, be more willing to engage in experiments to extend their learning (Vandewalle, 2012).

For the author, any two students with equal characteristics, the one that endorses a growth mentality is more likely to enjoy a higher academic performance, suggesting that the benefit of having a growth mindset is broad. In addition, these robust correlations at the national level are complemented by several previous randomized field experiments showing that a growth mentality has a causal impact on achievement. These findings also document for the first time, as far as we know, a relationship between mentalities and economic disadvantage. Lower-income Chilean students were twice as likely as high income students to report a fixed mindset, and their mentality was an even stronger predictor of success for these low-income students. Although the existing data may not explain why low-income students were more likely to endorse a fixed mindset, this finding suggests that the economic disadvantage may lead to academic outcomes more in part, prompting low-income students to believe that they can not increase their intellectual abilities. The observation that mentality is a more important predictor of success for low-income students than for their high-income peers is new, although consistent with previous research, it has been found that a fixed mentality is more debilitating and a growth mentality is more protective when individuals must overcome significant barriers to success. Inequality of income or disparities in school quality is less important than psychological factors. It is not being said that teaching students a growth mindset is a substitute for systemic efforts to alleviate poverty and economic inequality. Such claims would be at odds with decades of research and our own data. On the contrary, it is being suggested that structural inequalities can give rise to inequalities and that these psychological inequalities can reinforce the impact of structural inequalities on achievement and future opportunity. As such, research on psychological factors may help illuminate a set of processes through which economic disadvantage leads to academic failure and reveal ways to more effectively support students who face additional challenges because of their socioeconomic circumstances (Claro, Pauneskub, and Dweckb , 2016).

The Mindset theory of Dweck's growth suggests that students who believe that intelligence can be increased through effort and persistence tend to pursue academic challenges, compared to those who see their intelligence as unchanging.

Students who are praised for their effort are more likely to see intelligence as malleable, and their self-esteem remains stable regardless of how hard they have to work hard to succeed in a task (Karumbaiah, Woolf, Lizarralde, Arroyo, Allessio, Wixon, 2017).

The fixed mentality is characterized by the notion that intelligence is somehow innate or immutable. Students living within this fixed realm generally deliver lower learning and performance results as well as rates of friction based on the notion that effort will not lead to intellectual advancement. Much of American society is rooted. In this view, strong emphasis is placed on standardized tests and zero-sum competition, with the aim of comparing intelligence rather than promoting learning. Alternatively, students with a growth mentality believe that intelligence is malleable and that effort and persistence can lead to success. While

Dweck argues that not even the mindset is necessarily "right", it promotes the notion that it can be altered, and explains the growth mentality as being a healthier lifestyle. It is better to change the mindset by varying the type of praise that students receive and realigning their definition of successful learning. By highlighting the learning process that the student's intelligence or performance, "praise the process" and the promotion of malleable intelligence that led to long-term learning gains. Students trained in the growth mindset show greater enjoyment in difficult learning tasks and greater overall performance (Ostrow, Schultz, Arroyo, 2014).

According to Anfara and Linka (2003) and Anderman and Maehr (1994), much of the decline in academic performance of US students occurs during the intervening years. During these years, many students make decisions about their ability to succeed as a result of their academic performance (Anderman & Maehr, 1994; Eccles & Midgley, 2008, National Council of Mathematical Supervisors, 2010). Pajares and Schunk (2002) stated: "beliefs that children create and develop and maintain as true about themselves are vital forces in their success or failure in all endeavors, and particularly relevant to educators, to their success or failure in school". Focusing on student interest, motivation, and skill development during the elementary school years helps to foster a greater overall academic achievement of the student (Eccles, 2004).

The teacher's feedback to the students should focus on the process and the effort presented in a task. Consequently, the professional development of teachers and support staff as questioning methods. Provide constructive feedback that alters classroom language to be more consistent with a growth-mindedness model. In addition, teachers and support staff should expect students to play an active role in establishing growth-minded attitudes within the classroom, providing opportunities to discuss and share the process and the difficulties they encounter in learning. Rhew, Piro, Goolkasian, Cosentino (2017).

Innovation

According to Scarpin and Machado (2015, p.4), the theme of innovation has been studied by several authors (Schumpeter, 1911, 1982; Rogers and Shoemaker, 1971; Zaltman, Duncan and Holbeck, 1973; Downs and Mohr, 1976; Hammond (2006), Ismail and Abdmajid (2007), even though it was not possible to predict the relationship between the two variables, the literature on innovation is still fragmented.

Schumpeter (1982) defines that organizational competitiveness would be related to the innovations capable of introducing novelties in the market. promoting the economic development and defining the organizational competitiveness from the capacity of the organization to develop new products, technologies, processes and sources of resources.

Scarpin and Machado (2015) emphasize innovation as the adoption of an already existing idea, but new to the organization that starts to use it, being new processes, technologies, services, systems, procedures or social arrangements.

Hillen and Machado (2015) highlight more recent definitions when considering innovation capacity being understood as a set of skills, knowledge, tools and financial resources, being directly linked to the workers' ability to think and act in an innovative way, the technology used and the processes that promote innovation. Toda et al. corroborates with such concepts. (OECD, 2005) in which innovation is defined as the implementation of a new product or goods or services or an improved product or process.

The innovation capacity can generate the continuity and growth of the company, innovation determines the generation of new knowledge or the combination of knowledge that already exists as reported by Hillen and Machado (2015).

Penrose (2006) highlights the growth of the firm being driven by the culture of

collective learning, in which the growth potential is directly linked to the available internal resources since it deals with the subjectivity that comes from the mind of the entrepreneur and the internal workers to the organization. In this aspect Toda et all. (2015) emphasize the idea that the search for competence is a key point for growth, and innovation is seen from within the company's internal perspective.

Toda et al. (2015) emphasizes Shumpeter's vision in establishing that the administrative competence of an organization is constituted by the quality of the services that the people working in the organization perform, thus contributing to its functioning, when it comes to the introduction or acceptance of new ideas. In parallel, they highlight the idea of Penrose in seeking to understand the internal mechanisms of the organization and from them to establish the culture of collective learning.

There is a great difference in the difference between the organizations that generate innovation and the organizations that only adopt innovations, according to Damanpour and Wischnevsky (2006) emphasizing that not all the innovating organizations present the same characteristics relative to their internal processes.

For Machado and Vasconcelos (2007, p.17) the conceptual differences between originality and novelty are important to understand innovation, and quote that:

> originality, originating from the Latin word *originalle*, is relative to the origin, the quality of original, initial, primordial, primitive, originating. Novelty comes from the Latin *novitate*, which refers to the quality or character of new, an innovation, although referring to something already existing, a new use for something that already exists.

For Rodney (2000) there are three broad categories of innovation, which are:

1) innovative strategic management to cope with environmental changes; 2) the management of innovative character change initiatives; and 3) innovation through the creation and application of knowledge. For the author, the construction of knowledge is based on the creation and recognition of socially constructed knowledge. Organizations are seen as innovative when they allow new knowledge to be recognized and applied in processes and products.

Slappendel (1996), emphasizes the interactive nature of innovation when considering the action of individuals and the structure of the company, without neglecting the care with the relationships among those involved with the organization, since this is an essential aspect for the development of innovation. Bessi (2015) points out that innovation begins with a great flow of ideas that, once created, evaluated, selected and perfected, are transformed into few that can be used according to their objectives.

The innovative organizational structure alone is not sufficient for the realizatdion of new knowledge, and it is necessary to have simultaneous innovative developments within the role of the organization's people, according to Rodney (2000). The author also emphasizes that knowledge workers can also increase innovation, transforming tacit knowledge into explicit knowledge and passing tacit knowledge on to others.

Bessi (2015) says that learning is understood as the central process for generating knowledge and innovations, while management defines the organizational structures and the means by which innovation and other activities of an organization are carried out.

Christensen (2002) points out that to achieve success with strategies focused on innovation, he emphasizes that the organization needs to align its processes towards this goal, defining the integration of its activities towards the same purpose.

Innovation occurs within organizations when factors such as receptivity to change are present in the organizational culture (Mattos, Guimarães, 2005). People can feel that

innovation happens and that there is a concern on the part of the organization to develop it, through the availability of resources for project development and for the advancement of change (Bessi, 2015). For the author, an environment more permeable to the manifestation of opinion by the various stakeholders, there may be a greater propensity for innovation to become a value in itself, becoming part of the daily organizational tasks. For a better understanding, the following will be related to innovation and organizational culture.

Innovation, Organizational Culture, Mindset and Proposed Structural Model

As Knox (2002) reports, an innovative organization is sustained by its organizational culture by having the capacity for innovation through the attitudes and skills of the organization's workers.

For Ahmed (1998), innovative organizations develop a culture of creativity by enabling organizational actors to develop and enhance their capacity to innovate. The capacity to absorb information becomes critical to the capacity for innovation as it is related to the organization's ability to recognize the value of information, to assimilate it, and to apply it (Hillen and Machado, 2015). For the authors, the subjects can influence the ability to innovate thus interfering in the performance of organizational innovation.

The difficulty for the introduction of new transformative solutions in organizations would be little for non-willing employees to change, stated Christensen (2012). For the author, they would be associated with barriers created by managers not allowing new solutions to be formulated and put into practice in an appropriate way, which defines leadership as a key point for the development of innovation in the organization.

Madhaven (1998) states that teams compete to incorporate this new knowledge, must develop and use new mental models of support for innovation. To encourage this process of incorporation of knowledge, some organizations encourage the rotation of work and send employees to work in different parts of the organization.

As Tidd points out; Bessant & Pavitt (1997) for an innovative environment, the organization must promote the involvement and commitment among all employees. The authors attribute the fundamental role to the stimulus of this innovative environment to the managers, through them the leadership style is defined if it stimulates the motivation and the creativity beyond the type and style of communication, it still creates spaces of participation between those involved in the process of innovation.

The innovation process can be linked to subjective aspects of the organization such as culture (Machado et al., 2013). Individuals with a growth mentality should, therefore, be more willing to engage in experiments to extend their learning (Vandewalle, 2012). In this paper, the structural model has been proposed (Pic. 1) to test empirical adherence involving the three constructs analyzed here, with the proposition of three hypotheses: Ho1 - The Growth MindSet implies significantly in cultural change; Ho2 - Organizational culture positively increases the innovation process; Ho3 - The Growth MindSet positively increases the Innovation Process.

Picture 1: Structural Model
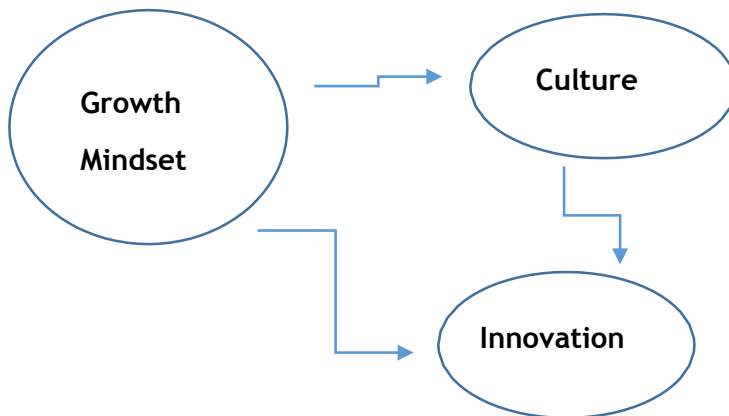
Source: Developed by the authors.

From the structural model proposed above, one can demonstrate the constructs of the growth mindset traits influencing and being influenced by the organizational culture, which, in turn, influences the capacity for innovation, in the same way, that the growth mindset can impact on the innovation process.

Final Considerations

Based on the analysis of the theoretical concepts and models presented in the researched bibliography, it is feasible to show consistent relations between the organizational culture, Mindset, and innovation. It was sought out to highlight how the culture present in the organizations interfere in its development processes. In another respect, understanding the recent concept of Mindset has become necessary to understand how the Growth Mindset has a positive impact on organizational culture. By understanding the two aspects it was possible to highlight the impacts on the innovation process.

The growth mentality embodies a way of seeing the world and being open to growth possibilities, with this mentality it is possible to embrace challenges, persist during setbacks, learn from criticism, and find inspiration in the success of others, whereas a fixed mentality avoids challenges, exits during setbacks, views effort as useless and threatening, ignores critical feedback, and may feel threatened by others' success (Dweck, 2006). Leaders believe in their capabilities and the background of their stem leadership ability to a growth mindset, which is a critical component related to their effectiveness and success as a leader. All aspiring leaders must internalize a growth mentality in order to have their self-image as a transformative leader dedicated to the great effort to make a difference in the lives of others (Chase, 2010).

In order to innovate, organizations need to provide an environment that can foster the development and integration of employees and managers, create processes that minimize barriers to thinking differently, experimenting with new products, processes or services.

Nakagaki et. all (2015) emphasize that developing a robust open innovation capability would require shifting the mindset of the organization. Changing a company's mindset or changing its culture is a simple thing to suggest, but real change is challenging to be achieved. Change in culture will only happen if individuals adopt a change in their behavior. If senior management is convinced of the value of open innovation, it must act to ensure that the whole organization adjusts itself to adopt the new insight.

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