

# Growth and Fixed Mindsets in Mentoring

The Tale of the Help and the Hindrance

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# OUTCOMES

Participants:

- will be introduced to the concepts of growth mindset and fixed mindset.
- will apply growth and fixed mindsets to different real-world scenarios.
- will be introduced to behaviors that facilitate a growth mindset and those that facilitate a fixed mindset.



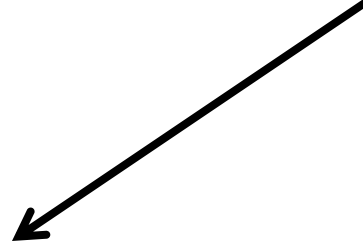
# MINDSET

- a particular way of thinking; a person's attitude or set of opinions about something
- They determine how we respond to various situations.





# MINDSET



# CAROL DWECK

- Professor of Psychology at Stanford University
- Researches why and how people succeed and how to foster success



# MINDSET

“What on earth would make someone a nonlearner? Everyone is born with an intense drive to learn. Infants stretch their skills daily. Not just ordinary skills, but the most difficult tasks of a lifetime, like learning to walk and talk. They never decide it’s too hard or not worth the effort. Babies don’t worry about making mistakes or humiliating themselves. They walk, they fall, they get up. They just barge forward. What could put an end to this exuberant learning? **The fixed mindset.**”

Quote from Carol S. Dweck. Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.



# FIXED MINDSET

The belief that basic qualities such as intelligence, talent and ability are fixed traits that are determined at birth and cannot be changed



# MINDSET

- To identify students who needed special help with the school curriculum
- The belief that intelligence is some quantity that can be measured
- The belief that intelligence is fixed and cannot be changed



Alfred Binet

Invented the first practical IQ test

[http://en.wikipedia.org/wiki/Alfred\\_Binet](http://en.wikipedia.org/wiki/Alfred_Binet)





# GROWTH MINDSET

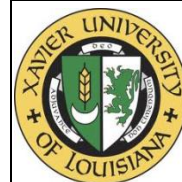
The belief that qualities can be changed and developed through hard work and dedication

<http://mindsetonline.com/whatisit/about/index.html>



# JEREMY WASHINGTON

Jeremy Washington is a freshman who is majoring in Chemistry, Pre-Pharmacy. He is very dedicated to his science courses, but doesn't particularly care for the fact that he has to take so many non-science courses. He mentions to you, his advisor and mentor, that he has a midterm exam in one of his non-science courses. He is not worried because Dr. Xavier gives very straightforward exams that do not require much effort on his part to do well. He is grateful that he doesn't have Dr. Drexel because she is really piling the work on some of his fellow Chemistry majors. One week later, he comes to your office to let you know that he earned an "A" on his midterm and boasts that if he had to put much effort into the non-science class, he couldn't do so well in his science courses. How do you respond to Jeremy?



# JEREMY WASHINGTON

FIXED MINDSET	GROWTH MINDSET
<ul style="list-style-type: none"><li>• Great job. Your science courses are really challenging and require a lot of dedication.</li></ul>	<ul style="list-style-type: none"><li>• You may want to try a more challenging subject next semester. That way you can really showcase your academic skills.</li></ul>
<ul style="list-style-type: none"><li>• Dr. Xavier is really tough. You have to be really smart to grasp that material so easily.</li></ul>	<ul style="list-style-type: none"><li>• I know that the “A” feels good to you, but what would you do if you had Dr. Drexel? How would you handle a tough professor like her along with your science courses?</li></ul>
<ul style="list-style-type: none"><li>• I understand. You have to prioritize. If you want to be pharmacist, you have to do well in your science courses.</li></ul>	<ul style="list-style-type: none"><li>• It doesn’t matter if you have Dr. Xavier, Dr. Drexel or Dr. Dolittle; you can accomplish anything if you’re willing to work hard enough.</li></ul>



# Asha Madison

Asha Madison is a sophomore who is majoring in Music Performance Voice. She has the voice of an angel and regularly dazzles audiences with her sublime performances. However, Asha struggles in her non-music classes (philosophy, natural science, history, *etc.*). She is convinced that she has a rare gift when it comes to singing, and is equally convinced that she is incapable of doing anything very well outside of singing. She is excelling in her music classes, but is barely passing (and in some cases failing) her non-music courses. What do you say to Asha?



# Asha Madison

FIXED MINDSET	GROWTH MINDSET
<ul style="list-style-type: none"><li>• You are so musically talented. Just do enough to complete the other requirements.</li></ul>	<ul style="list-style-type: none"><li>• You can succeed at history or science just as you do at singing. You just have to work harder until you see the results you want.</li></ul>
<ul style="list-style-type: none"><li>• You can't be good at everything. Some people just have artistic minds, and you are one of those people.</li></ul>	<ul style="list-style-type: none"><li>• Yes, you were born with a great talent. But you did not get to the level you are now without a lot of work. The same is true for your non-music courses. The more work you put in, the better the outcome will be.</li></ul>
<ul style="list-style-type: none"><li>• You are here to make the world better with your voice. Just talk to your professors to see if there is any extra credit work you can do to help get you a passing grade.</li></ul>	<ul style="list-style-type: none"><li>• Talk to your professors and let them know the challenges you're having. Let them know that you are willing to put in the time and the effort to master the material in their classes.</li></ul>



# FIXED MINDSET (THE HINDERANCE)

- Mutes expectations
- Leads students to equate effort with failure
- Leads to underachievement
- Discounts the value of effort
- Confines students to what they believe is their natural level of talent or intelligence

Murphy, A.P. and Allen, J. (2007, February 15). Why Praise Can Be Bad for Kids. Retrieved from <http://abcnews.go.com/GMA/AmericanFamily/print?id=2877896>.

Bronson, P. (2007, August 3). How Not to Talk to Your Kids: The inverse power of praise. Retrieved from <http://nymag.com/news/features/27840/#print>.

Moroney, R. (2007, February 13). The Praise a Child Should Never Hear. Retrieved from <http://blogs.wsj.com/informedreader/2007/02/13/the-praise-a-child-should-never-hear/tab/print/>.



# GROWTH MINDSET (THE HELP)

- Heightens students' expectations for themselves
- Helps students see failure as an opportunity, not a lack of ability
- Helps students understand that achievement is within control
- Helps students realize hard work is the key
- Creates an environment without limitations



# TAKE HOME POINTS

- Encourage (praise) effort, not outcome.
- Encourage adaptability.
- Encourage the pursuit of challenges.
- Avoid generalized labels and conclusions.
- Be honest (sincere).





# MINDSET QUIZ

To what extent do you agree or disagree with these statements:

**Strongly Agree**

**Agree**

**Disagree**

**Strongly Disagree**

1. Your intelligence is something very basic about you that you can't change very much. \_\_\_\_\_
2. No matter how much intelligence you have, you can always change it quite a bit. \_\_\_\_\_
3. You can always substantially change how intelligent you are. \_\_\_\_\_
4. You are a certain kind of person, and there is not much that can be done to really change that. \_\_\_\_\_
5. You can always change basic things about the kind of person you are. \_\_\_\_\_
6. Music talent can be learned by anyone. \_\_\_\_\_
7. Only a few people will be truly good at sports – you have to be “born with it.” \_\_\_\_\_
8. Math is much easier to learn if you are male or maybe come from a culture who values math. \_\_\_\_\_
9. The harder you work at something, the better you will be at it. \_\_\_\_\_
10. No matter what kind of person you are, you can always change substantially. \_\_\_\_\_
11. Trying new things is stressful for me and I avoid it. \_\_\_\_\_
12. Some people are good and kind, and some are not – it's not often that people change. \_\_\_\_\_
13. I appreciate when people, parents, coaches, teachers give me feedback about my performance. \_\_\_\_\_
14. I often get angry when I get feed back about my performance. \_\_\_\_\_
15. All human beings without a brain injury or birth defect are capable of the same amount of learning. \_\_\_\_\_
16. You can learn new things, but you can't really change how intelligent you are. \_\_\_\_\_
17. You can do things differently, but the important parts of who you are can't really be changed. \_\_\_\_\_
18. Human beings are basically good, but sometimes make terrible decisions. \_\_\_\_\_
19. An important reason why I do my school work is that I like to learn new things. \_\_\_\_\_
20. Truly smart people do not need to try hard. \_\_\_\_\_

Adapted from : Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.



# MINDSET QUIZ

## Key

1. ability mindset – fixed
2. ability mindset –growth
3. ability mindset – growth
4. *personality/character mindset - fixed*
5. *personality/character mindset – growth*
6. ability mindset – growth
7. ability mindset – fixed
8. ability mindset – fixed
9. ability mindset – growth
10. *personality/character mindset - growth*
11. ability mindset – fixed
12. *personality/character mindset – fixed*
13. ability mindset –growth
14. ability mindset – fixed
15. ability mindset – growth
16. ability mindset – fixed
17. *personality/character mindset – fixed*
18. *personality/character mindset –growth*
19. ability mindset – growth
20. ability mindset - fixed



# MINDSET QUIZ

## Scoring

### Growth Questions

1. Strongly agree – 3 points
2. Agree – 2 points
3. Disagree – 1 points
4. Strongly disagree – 0 point

### Fixed Questions

1. Strongly agree – 0 point
2. Agree – 1 points
3. Disagree – 2 points
4. Strongly disagree – 3 points

Strong Growth Mindset =	60-45 points
Growth Mindset with some Fixed ideas =	44-34 points
Fixed Mindset with some Growth ideas=	33-21 points
Strong Fixed Mindset=	20-0 points



# THANK YOU!

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CAT WIKI – [XULACAT.WIKISPACES.COM](http://XULACAT.WIKISPACES.COM)

CAT FOOD BLOG – [CAT.XULA.EDU/FOOD/](http://CAT.XULA.EDU/FOOD/)

