

MINDSET-THE NEW PSYCHOLOGY OF SUCCESS- CAROL S. DWECK

This book abstract is intended to provide just a glimpse of this wonderful book with the hope that you may like to read the original book at leisure and enjoy its real beauty.

INTRODUCTION

My work is part of a tradition in psychology that shows the power of people's beliefs. These may be beliefs we're aware of or unaware of, but they strongly affect what we want and whether we succeed in getting it. This tradition also shows how changing people's beliefs-even the simplest beliefs-can have profound effects.

In this book, you will learn how a simple belief about yourself guides a large part of your life. In fact, it permeates every part of your life. Much of what you call as your personality actually grows out of this "mindset." Much of what may be preventing you from fulfilling your potential grows out of it.

Chapter 1: The Mindsets

Confronted with the hard puzzles, one ten-year-old boy cried out. "I love a challenge!" Another said, "You know, I was hoping this would be informative!"

These children knew that human qualities, such as intellectual skills, could be cultivated. They were getting smarter. Not only weren't discouraged by failure, they didn't even think they were failing. They thought they were learning.

Alfred Binet, the inventor of the IQ test believed that education and practice could bring about fundamental changes in intelligence.

Scientists are learning that people have more capacity for lifelong learning and brain development than they ever thought. People may start with different temperaments and different aptitudes, but it is clear that experience, training, and personal effort take them the rest of the way. Robert Sternberg, the present-day intelligence guru, writes that a major factor in whether people achieve expertise "is not some fixed prior ability, but purposeful engagement." It's not always the people who start out smartest who end up the smartest.

What Does This Mean For You? The Two Mindsets

My research has shown that the view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplished the things you value.

Believing that your qualities are carved in stone-the fixed mindset-creates an urgency to prove yourself over and over. Every situation calls for a confirmation of their intelligence, personality, or character. Every situation is evaluated: Will I succeed or fail? Will I look smart or dumb? Will I be accepted or rejected? Will I feel like a winner or a loser?

Did you know that Darwin and Tolstoy were considered ordinary children? Ben Hogan, one of the greatest golfers of all time, was completely uncoordinated and graceless as a child. Geraldine Page, one of our greatest actresses, was advised to give up for lack of talent?

You can see how the belief that cherished qualities can be developed creates a passion for learning. The passion for stretching yourself and sticking to it, even when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.

A View from the Two Mindsets

The difference between the two mindsets is clear in the way they cope with a bad grade, a ticket, a bad phone call. The fixed mindset persons become negative about coping and putting in efforts. The growth mindset people think:

“I need to try harder in class, be more careful in parking a car, and wonder if my friend had a bad day.”

“The C+ would tell me that I'd have to work a lot harder in the class, but I have the rest of the semester to pull up my grade.”

“I'd start about studying harder (or studying in a different way) for my next test in that class.”

“I'd look at what was wrong on my exam, resolve to do better.”

“Work hard on my next test paper, speak to the teacher.”

Exceptional individuals have a special talent for identifying their own strengths and weaknesses.

You may be asking, How can one belief lead to all this—the love of challenge, belief in effort, resilience in the face of setbacks, and greater success? The next chapters will show how this happens.

Chapter 2: Inside The mindsets

Fixed mindset: fixed ability that needs to be proven.

Growth mindset: Changeable ability that can be developed through learning.

In one world, effort is a bad thing. It, like a failure, means you're not smart or talented. In the other world, effort is what makes you smart or talented.

You have a choice. Mindsets are just powerful beliefs, but they're something in your mind, and you can change your mind.

“I don't divide the world into the weak and the strong, or the successes and failures... I divide the world into learners and nonlearners.”

Everyone is born with an intense desire 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 puts an end to this exuberant learning? The fixed mindset.

The growth mindset child asks: Why would anyone want to keep doing the same puzzle over and over?

Most kids don't raise their hand if they are not sure of the answer to a question. But a growth mindset student does because: if I'm wrong, then the mistake will be corrected. Or I can ask, 'How would this be solved? Or 'I don't get this. Can you help me? Just by doing this I'm increasing my intelligence.

Children with fixed mindset avoided opportunity thinking they would fail, and became nonlearners. The growth mindset persons seize the opportunity by thinking that success is about learning.

Presented with feedback after answering hard questions, fixed mindset persons were interested only in knowing whether answers were right or wrong, not in information that could help them learn. Only persons with growth mindset paid close attention to the latter because for them learning was a priority.

What's your priority?

If you had to choose, which would it be? Loads of success and validation or lots of challenge.

It's not just the intellectual tasks that people have to make choices. For relationship, people have to decide whether they want one that bolsters their egos or one that challenges them to grow.

Chrysler Motors kept bringing out same car models over and over with superficial changes. The Japanese companies were rethinking what cars should look like and how they should run.

CEOs face a choice: Should they confront their shortcomings? Should they choose short term strategies that boost the company's stock to make them heroes, or they can work on long-term improvement-risking Wall Street disapproval as they lay foundation for the health and growth of the company over the longer haul.

People in growth mindset don't just seek challenge, they thrive on it. The bigger the challenge, the more they stretch.

Mia Hamm, the greatest female soccer star of her time says "all my life I've been playing, meaning I've challenged myself with players older, bigger, more skillful, more experienced-in short better than me. Each day I attempted to play up to their level. and I was improving faster than I ever dreamed possible.

Some persons faced insult like "you are a joke." But that set their resolve to prove them wrong.

When you're lying on a deathbed, one of the cool things to say is, 'I really explored myself.' "If you only go through life doing stuff that's easy, shame on you."

Patricia Miranda won a bronze medal in Olympics. But instead of just continuing where she was very good, she decided to take on a new challenge by joining Yale law school.

Stretching Beyond the Possible

In 1955, Christopher Reeves, an actor was thrown from a horse. His neck was broken, his spinal cord was broken and he was completely paralyzed below the neck. Medical science said, so sorry, come to terms with it. However, Reeves proved them wrong in 5 years, opening new areas of research.

Thriving on The Sure Thing

Fixed mindset persons stay interested only when they did well right away. In contrast, growth mindset persons continued to show high level of interest even when they found the work very challenging. “it’s a lot more difficult for me than I thought it would be, but it’s what I want to do, so that only makes me more determined. When they tell me I can’t, it really gets me going.”

Tests measure an important ability, but it does not measure how smart you are.

Many of the most accomplished persons were considered by experts to have no future.

Potential is someone’s capacity to develop skills with effort and coaching over time. How can we know where effort, coaching and time will take you? It takes time for potential to flower.

For astronaut selection, NASA rejected people with pure histories of success and instead selected people who had had significant failures and bounced back from them.

John McEnro had a fixed mindset. He had tremendous talent, but did not love to learn. When the going got rough, he often folded. By his own admission, he did not fulfill his potential.

As a contrast, Michael Jordan was growth minded person par excellence. He found extreme praise very embarrassing.

Chuck Yeager the hero of The Right Stuff says: “There is no such thing as a natural-born pilot. Whatever my aptitude or talents, becoming a proficient pilot was hard work, really a lifetime’s learning experience. The best pilots fly more than the others; that’s why they are the best.”

Mindsets change the meaning of failure

Unfortunately failure has been transformed from an action (I failed) to an identity (I am a failure). Fixed mindset.

Defining Moments

Even in the growth mindset, failure can be a painful experience. But it doesn’t define you. It’s a problem to be faced, dealt with, and learned from.

Shirk, cheat, blame: Not a recipe for success

After failures, fixed mindset persons may go looking for people who are even worse off than they are to repair their self-esteem.

College students after doing poorly on a test, were given a chance to look at the tests of people who had done better than they had. Fixed mindset students chose to look at the tests of people who had done really poorly.

Jim Collins tells in Good to Great of similar thing in the corporate world.

John Wooden, the legendary basketball coach, says you aren't a failure until you start to blame.

Mindset and Depression

Students with a fixed mindset had higher levels of depression. The more depressed they felt, the more they let things go; the less they took action to solve their problems. They studied less, did not submit assignments in time, they didn't keep up with their chores.

The more depressed people with the growth mindset felt, the more they took action to confront their problems, the more they made sure to keep up with their school work.

Mindsets Change The meaning of Effort

As children, we were told a story of a talented but erratic hare and the plodding but steady tortoise. The lesson was supposed to be slow and steady wins the race. But, really, did any of us ever want to be tortoise. The problem was that these stories made into either-or.

As a society we value natural, effortless accomplishments over achievement through effort.

People with growth mindset believe even geniuses have to work hard for their achievements.

High Effort: Big Risk

The idea of trying and still failing is the worst fear with fixed mindset person.

Low Effort: The Big Risk

You can look back and say "I could have been...", or, look back and say, "I gave my all for the things I valued."

Turning Knowledge into Action

Mindsets can be changed. Just by knowing the two mindsets, you can start thinking and reacting in different ways.

A person can have both mindsets. In some areas one displays a fixed mindset, and growth one in others. Moreover, one does not necessarily always remain in a fixed or growth mindset.

Effort is crucial, but it's certainly not the only thing. People have different resources and opportunities. People with money have a safety net. They can take more risks and keep going longer until they succeed. Rich, educated, connected effort works better.

The growth mindset does allow people to love what they're doing-and continue to love it in the face of difficulties. Many growth-minded people did not even plan to go to the top. They are there as a result of what they love. The growth mindset allows people to value what they are doing regardless of the outcome.

Both mindset people might also like a Nobel prize or lots of money, and may put in whatever effort it takes, but the former do it for validation and the latter do it for the love of doing it.

Understanding your mindset makes you aware of the drawbacks of a fixed mindset.

The growth mindset is the belief that abilities can be cultivated. But it doesn't tell you how much change is possible or how long change will take. And it doesn't mean that everything, like preferences or values, can be changed.

Once you win junior tournaments, it's easy to win multiple times. By participating in senior tournaments, you are preparing for future.

A remarkable thing I've learned from my research is that in the growth mindset, you don't always need confidence. When you're not good at something, you can still plunge into it wholeheartedly and stick to it. Actually, sometimes you plunge into it something because you're not good at it.

Chapter 3: The Truth about Ability And Accomplishment

Edison was not a loner. For the invention of the lightbulb, he had 30 assistants, including well-trained scientists, often working around the clock in a corporate-funded state-of-the-art laboratory! It did not happen suddenly. In fact, it was not one invention, but a whole network of time-consuming inventions each requiring one or more chemists, mathematicians, physicists, engineers, and glass blowers. He was a savvy entrepreneur, fully aware of the commercial potential of his inventions. He had a growth mindset and drive. He was always curious and looked for challenges.

Mindset and School Achievement

The transition to junior high is a time of great challenge for many students. The work gets much harder, the grading policies toughen up, the teaching becomes less personalized. All this happens when students are coping up with their new adolescent bodies and roles. Grades suffer, but not everyone's grades suffer equally.

Fixed mindset students showed the decline, the growth mindset students showed increase in their grades.

When fixed mindset students failed, they blamed many things: abilities, bad teachers. With the threat of failure looming, students with the growth mindset also felt overwhelmed, but mobilized resources for learning.

George Dantzig a graduate student at Berkeley was late for a math class and quickly copied problems from the blackboard for homework. He found them very difficult and he took several days to crack them open to solve them. Those were not homework problems, but the two famous math problems that had never been solved.

The low effort syndrome is often seen as a way that adolescents assert their independence from adults. But growth mindset students see the opportunity, a time to learn new subjects, a time to find out what they like and what they want to become in the future.

The College Transition

Another transition, another crisis. Here people of brains are put together.

Many fixed mindset students study like this: They read the textbook and their class notes. If the material is really hard, they read them again. Or they may try to memorize everything they can.

Growth mindset students completely took charge of their learning and motivation. Instead of plunging into unthinking memorization of the course material, they looked for themes and underlying principles across lectures. They went over mistakes until they were certain they understood them. They were studying to learn, not just to ace the test.

Instead of losing their motivation when the course got dry or difficult, they said: “I maintained my interest in the material.” “I stayed positive about taking Chemistry.” “I kept myself motivated to study.” Even if they thought the textbook to be boring or instructor to be stiff, they didn’t lose motivation.

Our pre-med students with fixed mindset would do anything for a good grade-except take charge of the process to make sure it happens.

Can Everyone Do Well?

Is everyone capable of doing great things with a right mindset?

Garfield high School was one of the worst schools in Los Angeles. But Jaime Escalante (of Stand and Deliver fame) taught them college level calculus. With his growth mindset, he asked, “How can I teach them.” Not “Can I teach them?” and “How will they learn best?” he took them to top of national charts in math. In 1987, only 3 schools qualified. Two were elite schools in New York.

Garfield students also earned high grades to gain college credits.

Marva Collins

When kids don’t do well, they are given dumbed-down material assuming they can’t handle more. Instead, Marva Collins took inner-city Chicago school students and treated them like geniuses. Many of them had been labeled “learning disabled,” “retarded,” or “emotionally disturbed.”

Within few months the students were reading Aristotle, Aesop, Tolstoy, Shakespeare.

Alfred Binet believed you could change the quality of someone’s mind.

Bloom concludes after 40 years of research; “What any person in the world can learn, almost all persons can learn, if provided with the appropriate prior and current conditions of learning.

Test scores tell you where a student is, but they don’t tell you where a student could end up.

Some teachers preached and practiced a growth mindset. They focused on the idea that all students could develop their skills. Both low and high ability groups ended the year on a high.

Marva Collins told a disinterested student, cupping his face in her hands, “we have work to do. You can’t just sit in a seat and grow smart...I promise, you are going to do, and you are going to produce. I am not going to let you fail. I don’t really know.

Can anyone do anything? I don’t know. But people can do a lot more than first meets the eye.

If we praise students for their ability, their performance deteriorates with difficult tests. If you praise students for efforts, their performance improved in difficult tests.

Difficulty for growth mindset students means “Apply more effort or try new strategies.”

The fixed mindset persons did not enjoy difficult problems, the effort-praised students still loved the problems.

The growth students don’t believe in a permanent inferiority. And if they are behind-they’ll work harder, seek help, and try to catch up. They also take what they can even in a threatening environment.

Many persons have a problem with not only with stereotypes, but with other people’s opinions.

Chapter 4: The Mindset of a Champion

Muhammad Ali was quick and had a brilliant mind. He sized up his opponent. He studied Liston’s fighting style, and observed him as a person outside the ring. He found out everything about him and used everything against him.

Character is the ability to dig down and find the strength even when things are going against you.

Sampras after losing 1st set and while seating on the changeover, searched for references where he could bounce back after losing the 1st set.

Jackie Joyner-Kerse had an asthma attack during world championship. In the last event of Hephthalon, when she felt the attack coming on she said to herself: “just keep pumping your arms, it’s not that bad, so keep going. You can make it. You’re not going to have full blown attack. You have enough air. You’ve got this thing won... just run as hard as you can in the last 200 meters.” And she won the event.

Mark of a champion: the ability to raise the level of play when needed to. They not only compete with the best athletes, they will themselves to win.

Mental toughness is the most important thing for a soccer player.

Character is what allows you to reach the top and allows you to stay there.

What is Success?

Doing your best, in learning and improving.

After every game, or practice, if you walk off the field knowing that you gave everything you had, you will always be a winner.

What is Failure?

Growth mindset person find setbacks motivating, informative and a wake-up call.

Taking Charge of Success

The growth mindset person took charge of the processes that bring success and maintain that.

Chapter 5: Business: Mindset And Leadership

Leaders of the thriving companies were self-effacing who constantly asked questions and had the ability to confront the most brutal answers-that is to look failures in the face, even their own, while maintaining faith that they would succeed in the end.

Waaren Bennis, the leadership guru, studied the world's greatest corporate leaders. These great leaders said they didn't set out to be leaders. They'd no interest in proving themselves. They just did what they loved-with tremendous drive and enthusiasm-and it led where it led.

Growth-Minded Leaders in Action

Andrew Carnegi once said, "I wish to have as my epitaph, "Here lies a man who was wise enough to bring into his service men who knew more than he."

"I hate having to use the first person. Nearly everything I've done in my life has been accomplished with other people."

Chapter 6: Relationships: Mindsets in Love (Or Not)

The course to true love isn't smooth. That path is often strewn with disappointments and heartbreaks. Some people let these experiences scar them and prevent them from forming satisfying relationships in the future. Others are able to heal and move on.

The growth mindset people believed in understanding, forgiving and moving on. Although they are also deeply hurt by what happened, they wanted to learn from it. In addition to love, it's important to communicate. It also teaches you who is right for you.

For my own peace of mind I had to forgive and forget.

"I'll be damned if I sit here and feel sorry for myself."

As a society we don't understand relationship skills. Goleman's book on Emotional Intelligence teaches these.

In relationship two more things enter the picture-your partner and the relationship itself. In a growth mindset, you believe all the three can be developed.

Every marriage demands an effort to keep it on the right track; there is a constant tension... between the forces that hold you together and those that can tear you apart.

Just as there are no great achievements without setbacks, there are no great relationships without conflicts and problems along the way.

When people embark on a relationship, they encounter a partner who is different from them, and they haven't learned how to deal with the differences. In a good relationship, people develop these skills and, as they do, both partners grow and the relationship deepens. But for this to happen, people need to feel they're on the same side.

The whole point of marriage is to encourage your partner's development and have them encourage yours.

A good partner is one with whom you can share good and bad things. Your failures and misfortune doesn't threaten other person's self-esteem.

Students with a growth mindset do not see bullying as a reflection of who they are but as a psychological problem of the bullies. They have their own problems. Talk to the bullies, ask them questions (why they are saying/doing what they are saying/doing), or confront the person and discuss the issue, and finally forgive them.

Chapter 7: Parents Teachers, And Coaches: Where Do Mindsets Come From

All parents want to help their children. Yet, many of the things they do boomerang. Their helpful judgments, their lessons, their motivating techniques often send the wrong message.

You can send a fixed mindset or a growth mindset message. The latter could be: You are a developing persons and I am committed to your development.

Toys are for playing. Sometimes they get broken. It happens.

Parents think they can hand children permanent confidence-like a gift-by praising their brains and talent. It doesn't work, and in fact has the opposite effect. It makes children doubt themselves as soon as anything is hard or anything goes wrong. If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, seek new strategies, and keep on learning.

Sending Messages about Process And Growth

We can appreciate them as much as we want for the growth-oriented process-what they accomplished through practice, study, persistence, and good strategies. And we can ask them about their work in a way that recognizes and shows interest in their efforts and choices.

“You really studied for your test and your improvement shows it. You read the material over several times, you outlined it, and you tested yourself on it. It really worked!”

“I like the way you tried all kinds of strategies on that math problem until you finally got it. You thought of a lot of different ways to do it and found the one that worked!”

“I like that you took on that challenging project for your science class. It will take a lot of work-doing the research, designing the apparatus, buying the parts, and building it. Boy, you're going to learn a lot of great things!”

“I am really excited about how you're stretching yourself now and working to learn hard things,”

“That homework was so long and involved. I really admire the way you concentrated and finished it.”

“You put so much thought into this essay. It really makes me understand Shakespeare in a new way.”

“The passion you put into that piano piece gives me a real feeling of joy. How do you feel when you play it?”

What about a student who worked hard and didn't do well?

“I liked the effort you put in, but let's work together some more and figure out what is that you don't understand.”

“We all have different learning curves. It may take more time for you to catch on to this and be comfortable with this material, but if you keep at it like this you will.”

“Everyone learns in a different way. Let's keep trying to find the way that works for you.”

Talk about mathematicians who became passionate about math and ended up making great discoveries. Skills and achievement come through commitment and effort.

Speed and perfection are the enemy of difficult learning.

Reassuring Children:

How do we make a child feel secure before a test or performance? Reassuring children about their intelligence or talent backfires.

“It must be a terrible feeling that everyone is evaluating you and you can't show what you know. We want you to know that we are not evaluating you. We care about your learning, and we know that you've learned your stuff. We're proud that you've stuck to it and kept learning.”

Messages About Failure

“Elizabeth, I know how you feel. It's so disappointing to have your hopes up and to perform your best but not to win. But you know, you really haven't earned it yet. There are many girls who have been in gymnastics longer than you and who have worked a lot harder than you. If this is something you really want, then it's something you'll really have to work for.”

Children need honest and constructive feedback.

Constructive Criticism: More About Failure Messages

“Son, is there something you didn't understand in the assignment/ Would you like me to go over it with you?”

“Son, I feel sad when I see you missing a chance to learn. Can you think of a way to do this that would help you learn more?”

“Son, this looks like a really boring assignment. You have my sympathy. Can you think of a way to make it more interesting? Or “Let’s try to think of a way to lessen the pain and still do a good job. Do you have any ideas?”

All kids misbehave. Research show that normal young children misbehave every 3 minutes. A growth mindset parent thinks that they want to help me learn better skills for getting along with other kids.

Tiger Wood’s father said: “If Tiger wanted to be a plumber, I wouldn’t have minded, as long as he was a hell of a plumber. The goal was for him to be a good person.” Tiger woods says: “My parents have been the biggest influence in my life. They taught me to give of myself, my time, talent, and, most of all, my love.”

A successful student is one whose primary goal is to expand their knowledge and their ways of thinking and investigating the world. They do not see grades as an end in themselves but as means to continue to grow.

The ideal student values knowledge for its own sake, as well as for its instrumental uses. He or she hopes to make a contribution to the society at large.

When parents help their children construct growth-minded ideals, they are giving them something they can strive for. They are also giving their children growing room, room to grow into full human beings who will make a contribution to the society in a way that excites them.

Everything I have said about parents applies to the teachers, too. But teachers have additional concerns. They face large classes of students with differing skills, whose past learning they’ve had no part in. What’s the best way to educate these students?

Most educators think that lowering their standards will give students success experiences, boost their self-esteem, and raise their achievement. Well, it doesn’t work. Lowering standards just leads to poorly educated students who feel entitled to easy work and lavish praise.

On the other hand, simply raising standards without giving students the means of reaching them, is a recipe for disaster. It just pushes the poorly prepared or poorly motivated students into failure and out of school.

We will see how growth oriented teaching unleashes children’s minds.

The great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning.

Marva Collins taught Chicago school children who were the worst. She turned the class performance to great heights. She says: “I have always been fascinated with learning, with the process of discovering something new.” On the 1st day of school, she always promised her students-all students-that they would learn. She forged a contract with them.

“I know most of you can’t spell your name. You don’t know alphabet, you don’t know how to read. I promise you that you will. None of you has ever failed. School may have failed you. Well, goodbye to failure, children. Welcome to success. You will read hard books in here and understand what you read.

You will write every day. But you must help me help you. If you don't give anything, don't expect anything. Success is not coming to you, you must come to it."

After the turnaround in their performances, she told them: "I don't know what St. Peter has planned for me, but you children are giving me heaven on earth."

Rafe Esquith teaches LA school from poor areas plagued with crime. Every day he tells his students that he is no smarter than they are-just more experienced. He constantly makes them see how much they have grown intellectually-how assignments that were once hard have become easier because of their practice and discipline.

Teaching is about watching students grow before your own eyes. And the challenge is to figure out how to make that happen. If students didn't do well, it was because they hadn't learned how.

Good teachers insist on experimenting with different ways of improving learning (how can I do it?)

Good teacher gives his all to every one of his students. Challenge and nurture is the approach.

What are they teaching the students? To love learning. To eventually learn and think for themselves. And to work hard on the fundamentals. The class met before school, after school, and on school vacations to master the fundamentals, especially as the work got harder. There are no shortcuts. Marva Collins says to her students: "There is no magic here. I am no miracle worker. I do not walk on water, I do not part the sea. I just love children and work harder than a lot of people, and so will you."

When students don't know how to do something and others do, the gap seems unbridgeable. The growth minded teachers tell the students the truth and give them the tools to close the gap.

Students Who Don't Care

"I am not going to give up on you. I am not going to let you give up on yourself. If you are going to sit there leaning against the wall all day, you are going to end up leaning on something or someone all your life. And all that brilliance bottled up inside you will go to waste." Marva Collins

Growth minded teachers are not entirely selfless. They love to learn, and teaching is a wonderful way to learn. About people and how they tick. About what you teach. About yourself. And about life.

Good teachers tell students to question assumptions. "I use my teaching to grow, and that makes me, even after all these years, a fresh and eager teacher."

A good teacher continues to learn along with the students. "I don't know everything. I can learn all the time. "

Good coach gives constant training in the basic skills, conditioning, and mindset.

A good coach doesn't expect mistake-free games. He didn't demand that his players never lose. He asked for full preparation and full effort from them. "Did I win? Did I lose? Those are wrong questions. The correct question is: Did I make my best effort? If so, he says, "You may be outscored but you will never lose."

Good coach gives equal time and attention to all his players, regardless of their initial skills. He respects everyone equally.

Wooden as a genius, a magician able to turn mediocre players into champions? Actually, he admits that in terms of basketball tactics and strategies, he was quite average. What he was really good at was analyzing and motivating his players. With these skills he was able to help his players fulfill their potential, not just in basketball, but in life-something he found even more rewarding than winning games.

The real competition he was preparing us for life. He taught us the values and characteristics that could make us not only good players, but also good people.

For me, concern, compassion, and consideration were always priorities of the highest order.

Which Is The Enemy: Success or Failure?

Success lulls you. It makes the most ambitious of us complacent and sloppy.

A growth mindset is about believing people can develop their abilities.

Just being flexible and open minded is not enough. Being dedicated to growing talent.

Many people believe that a growth mindset is only about effort, especially praising effort. Praising the process-hard work, strategies, focus, perseverance-can foster a growth mindset. The first important thing to remember here is that the process includes more than just effort. But we also them to understand the importance of trying new strategies when the one they're using is not working. We don't want them to just try harder with the same ineffective strategy. And we want them to ask for help or input from others when it's needed. This is the process we want them to appreciate: hard work, trying new strategies, and seeking input from others.

Both process and hard work are important. Don't praise effort as a consolation prize when kids are not learning. Figure out why the effort is not effective and guide kids toward other strategies and resources that can work.

Praise the process, but tie it up with an outcome, that is children's learning, progress or achievements.

Appreciate your children's achievements, but then tie them with the process they engaged in.

Growth mindset does not mean telling kids that they can do anything. Realizing potential happens by helping them gain the skills and find resources to make progress toward their goals.

We need to take responsibility for both fixed and growth minded students by creating growth-mindset-friendly environments.

In truth we all have both mindsets. Sometimes we are in one mindset and then in other. Our task is to understand what triggers our fixed mindset. What are the events and situations which make us feel that way. What happens when that happens? How do we feel? How do we think and act? And, most important, what can we do over time to keep that persona from interfering with our growth and that of our children? How can we persuade that fixed-mindset persona to get on board with the goals that spring from our growth mindset?

How Do You Pass a Growth Mindset On?

It's the parents who respond to their children's setbacks with interest and treat them as opportunities for learning who are transmitting a growth mindset to their children. These parents think setbacks are good things that should be embraced, and that setbacks should be used as a platform for learning. They address the setback head-on and talk to their children about the next steps for learning.

In other words, every single day parents are teaching their children whether mistakes, obstacles, and setbacks are bad things or good things.

Third, passing on a growth mindset is about whether teachers are teaching for understanding or are simply asking students to memorize facts, rules, and procedures. Research shows that when teachers care about deeper understanding and work with students to achieve it, then the students are more likely to believe that their abilities can be developed.

Some students said that when they were stuck, their teacher sat down with them and said things like this: "Show me what you have done, let's try to understand how you're thinking, and then let's figure out what you should try next."

Chapter 8: Changing Mindsets

The growth mindset is based on the belief in change, and the most gratifying part of my work is watching people change.

In my work, I see lots of young children, bright, seemingly resourceful who are paralyzed by setbacks. In some of our studies, they just have to take the simplest action to make things better. But they don't due to a fixed mindset.

Beliefs Are the Key to Happiness (and to misery)

Aaron Beck, the psychiatrist realized that it was their beliefs that were causing their problems. Just before they felt a wave of anxiety or depression, something quickly flashed through their minds. It could be: "Dr. Beck thinks I am incompetent." Or, "This therapy will never work. I'll never feel better." These kinds of beliefs caused their negative feelings not only in the therapy session, but in their lives, too.

They weren't the beliefs people were usually conscious of. Yet Beck found that he could teach people to pay attention and hear them. And then he discovered he could teach them how to work with and change these beliefs. This is how cognitive therapy was born.

Whether they're aware of it or not, all people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting. That's just how we stay on track. But sometimes the interpretation goes awry. Some people put more extreme interpretations on things that happen- and then react with exaggerated feelings of anxiety, depression, or anger. Or superiority.

Mindsets Go Further

Mindsets frame the running account that's taking place in people's heads. They guide the whole interpretation process. The fixed mindset creates an internal monologue that is focused on judging (good/bad). They put strong evaluation on each and every piece of information.

Growth mindset persons are also sensitive to positive or negative information, but they're attuned to implications for learning and constructive action. What can I learn from this? How can I improve? How can I help my partner do this better?

Now, cognitive therapy basically teaches people to rein in their extreme judgments and to make them more reasonable. Alana does poorly on a test and draws a conclusion, "I am stupid." Cognitive therapy would teach her to look more closely at the facts by asking: "What is the evidence for and against your conclusion?" Then, she may conclude: "I guess I'm not as incompetent as I thought."

She may also be encouraged to think of reasons she did poorly on the test other than stupidity, and these may further temper her negative judgment.

In this way, cognitive therapy helps people make more realistic and optimistic judgments. But it does not take them out of the fixed mindset and its world of judgment.

The Mindset Lectures

Just learning about the growth mindset can cause a big shift in the way people think about themselves and their lives.

One athlete thought, "winning was everything and learning did not enter the picture. After listening to your lectures, I realized that this is not a good mindset."

Jason's internal monologue used to be: Win. Win. You have to win. Prove yourself. Everything depends on it. Now it's: Observe. Learn Improve. Become a better athlete.

Tony's internal dialogue went from: I'm naturally gifted. I don't need to study. I don't need to sleep. I am superior.

To: Uh-oh, I'm losing it. I can't understand things, I can't remember things. What I am now?

To: Don't worry so much about being smart. Don't worry so much about avoiding failures. That becomes self-destructive. Let's start to study and sleep and get on with life.

Of course, these people will have setbacks and disappointments, and sticking to the growth mindset may not always be easy. But just knowing it gave them another way to be.

A mindset Workshop

Adolescence, as we've seen, is a time when hordes of kids turn off to school. They try to get as far from learning as possible. This is a time when students are facing some of the biggest challenges of their young lives, and a time when they are heavily evaluating themselves, often with a fixed mindset. It is precisely the kids with the fixed mindset who panic and run for cover, showing plummeting motivation and goals.

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average or dumb-and stays that way for life. But new research shows that the brain is more like a muscle-it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

We then describe how the brain forms new connections and "grows" when people practice and learn new things.

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found be very hard or even impossible-like speaking a foreign language or doing algebra-seem to become easy. The result is stronger, smarter brain.

We go on to point out that nobody laughs at babies and says how dumb they are because they can't talk. They haven't just learned yet. We show students pictures of how the density of brain connections changes during the first years of life as babies pay attention, study the world, and learn how to do the things.

Over a series of sessions, through activities and discussions, students are taught study skills and shown how to apply the lessons of the growth mindset to their studying and their schoolwork.

Students love studying about the brain, and the discussions are very lively.

Students never stop caring. Our workshop told Jimmy, "You're in charge of your mind. You can help it grow by using it in the right way."

We looked especially at their math grades, since these reflected real learning of challenging new concepts.

Brainology

For maximum performance of the brain: sleep enough, eat the right things, and use good study strategies. The interactive program allows students to do brain experiments, see videos of real students with their problems and study strategies, recommend study plans for Chris and Dahlia, and keep a journal of their own problems and study plans.

Now, my attitude towards subjects I have trouble in [is] I try harder to study and master the skills. I have been using my time more wisely, studying every day and reviewing the notes that I took on that day. This program increased my intelligence about the brain.

Students were taught that when they studied well and learned something, they transferred it from temporary storage (working memory) to permanent storage (long term memory).

Every time I thought about doing my work I remembered that my neurons could grow if I did do the work.

More About Change

Is change easy or hard? So far it sounds easy.

My student's research paper received severe criticism saying it was flawed. She was devastated. I told her that it was not about her. That's their job to find every possible flaw. Your job is to learn from the critique and make your paper even better.

Mindset change asks people to give up fixed mindset. It's not easy to just let go of something that has felt like your "self" for many years and that has given you your route to self-esteem. And it's especially not easy to replace it with a mindset that tells you to embrace all the things that have felt threatening: challenge, struggle, criticism, setbacks.

With a fixed mindset, I kept track of my successes each day. At the end of a good day, I used to look at those and feel good about myself. When I adopted growth mindset, I felt insecure in not looking at my victories.

Even worse, since I was taking more risks, I might look back over the day and see all the mistakes and setbacks. And feel miserable.

Fixed mindset makes you feel insecure with the change telling you that you won't be yourself any more. But opening yourself up to growth makes you more yourself, not less.

The Growth-Mindset Step: Think about your goal and think about what you could do to stay on track toward achieving it. What steps could you take to help yourself succeed? What information could you gather?

You could apply to more schools next time. Or maybe, in the meantime, you could gather more information about making your application better. What are they looking for? What experiences they value? You could seek out those experiences before next application.

Nobody scoffs at honest plea for a helpful feedback.

Plans That You'll Carry Out and ones that you won't

Every day people plan to do difficult things, but they don't do them. They think, "I'll do it tomorrow," and they swear to themselves that they will follow through the next day. Research shows that vowing, even intense vowing, is often useless.

What works is making a vivid, concrete plan: "Tomorrow during my break, I'll get a cup of tea, close the door to my office, and call the graduate school." Or in another case: "On Wednesday morning, right after I get up and brush my teeth, I'll sit at my desk and start writing my report."

Think of something you need to do, something you want to learn, or a problem you have to confront. What is it? Now make a concrete plan. When will you follow through on your plan? Where will you do it? How will you do it? Think of it in vivid detail.

These concrete plans lead to really high levels of follow-through, which, of course ups the chances of success.

Feeling Bad, But Doing Good

Suppose you failed at something. You could still have taken a growth minded step. You can feel miserable and still reach out for information that will help you to improve.

The critical thing is to make a concrete growth oriented plan, and to stick to it.

The Second Dilemma: The pressure is overwhelming. You yearn for playing time in games, but every time they put you in a game to try you out, you turn anxious and lose your focus. You were always cool under pressure. But this is pros. Now all you see are giant guys coming toward you-twelve hundred pound of giant guys who want to take you apart. Giant guys who move faster than you ever thought possible. You feel cornered... helpless.

The fixed mindset person feels he has let down himself and others and feel humiliated.

The growth minded person tells himself that the switch to the pros is a huge step, one that takes lots of adjustment and a lot of learning. There are many things you couldn't possibly know yet and that you better start finding out.

You spend more time with experienced persons, asking them questions and watching them perform, or their tapes. Instead of hiding your insecurities, you discuss them openly with them. They, in turn tell that that's exactly how they felt. In fact, they share their humiliating stories with you.

You ask them what they did to overcome the initial difficulties and they teach your mental and physical techniques. As you begin to feel integrated into the team, you realize that you're part of an organization that wants to help you grow, not judge or belittle you.

People Who Don't Want to Change

Entitlement: The World Owes You

The next dilemma: You feel you deserve something, but feel ignored.

The fixed mindset person blames others for his loss.

The growth mindset person begins to consider that some people stand out because of their commitment and effort. Little by little you try to put more effort into things and seeing if you get more of the rewards you wanted.

Although you may accept that more efforts are necessary, you still can't accept that it's no guarantee. It is enough of a indignity to have to work at things, but to work and still not have them turn out the way you want-now that's really not fair. That means you could work hard and somebody else could still get a promotion. Outrageous.

It's a long time before you begin to enjoy putting in effort and a long time before you begin to think in terms of learning. Instead of seeing your time at the bottom of a corporate ladder as an insult, you slowly see that you can learn a lot at the bottom that could help you greatly on your rise to the top.

Instead of seeing your discussions with your colleagues as a time spent getting what you want, you begin to grasp the idea of building relationships or even helping your colleagues develop in ways they value. This can become a new source of satisfaction.

As you become more growth-minded person, you're amazed at how people start to help you, support you.

Denial: My Life Is Perfect

When you see your marriage under stress, you have to understand that it is not inherently good, and has suddenly turned all bad. It is an evolving thing that had stopped developing for lack of nourishment. You need to think about how both contributed to this, and especially the things which you could have done better

When relationships go sour, we need to explore issues in depth, not to judge ourselves for what went wrong, but to overcome our fears and learn communication skills we'll need in future.

Changing Your Child's Mindset

At the dinner table each evening, you ask each child: "what did you learn today?" "What mistake did you make that taught you something?" "What did you try hard today?"

You talk about skills you have today that you did not have yesterday because of the practice you put in. you dramatize your mistakes you made and how you improved.

"Champs are the people who work the hardest. Tomorrow tell me something you've done to become a champ."

Teach him how to make boring homework fun and interesting.

Effort Gone Awry

Sometimes the problem is not effort, but too much and for a wrong cause.

Your child is studying very hard and getting best grades, but every morning, before school she has an upset stomach, and on some days, she throws up. You think she has a sensitive stomach, but it doesn't help. It never occurs to you that she is a nervous wreck.

The growth-mindset step: The counselor suggests a plan that allows your daughter to enjoy the thing she does. She is to study school material to learn from them, not to cram everything possible into her head. He refers her to a tutor who teaches how to study for understanding and joy.

Mindset and Willpower

Growth Mindset and Self-Control

Losing weight or controlling anger requires learning and practicing new strategies that work.

What habits must they develop to continue the gains they achieved?

Then there are setbacks. They know these will happen. They ask, “what can I learn from this? What will I do next time when I’m in this situation?” in that last episode, what you could have done with your anger?

Maintaining Change

It’s amazing, once the problem improves people stop taking medicines. We need to continue practicing what worked knowing that we are always vulnerable.

The Journey to A Growth Mindset

Step 1: Embrace your fixed mindset.

Step 2: Become aware of your fixed mindset triggers.

Step 3: Give your fixed mindset persona a name.

Step 4: educate it. Take it on a journey with you.

When fixed mindset shows up. Thank it for input, but tell it what you want to do and why. When you have a setback, tell it that you are learning from it.

What are the opportunities for learning and growth today? For myself? For the people around me?

When, where, and how will I embark on my plan?