



Mindset Quiz

1. Circle the number for each question which best describes you
2. Total and record your score when you have completed each of the 10 questions
3. Using the SCORE chart, record your mindset

MY SCORE:

MY MINDSET:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Your intelligence is something very basic about you that you can't change very much	0	1	2	3
No matter how much intelligence you have, you can always change it quite a bit	3	2	1	0
Only a few people will be truly good at sports, you have to be born with the ability	0	1	2	3
The harder you work at something, the better you will be	3	2	1	0
I often get angry when I get feedback about my performance	0	1	2	3
I appreciate when people, parents, coaches or teachers give me feedback about my performance	3	2	1	0
Truly smart people do not need to try hard	0	1	2	3
You can always change how intelligent you are	3	2	1	0
You are a certain kind of person and there is not much that can be done to really change that	0	1	2	3
An important reason why I do my school work is that I enjoy learning new things	3	2	1	0

SCORE

22-30 = Strong Growth Mindset

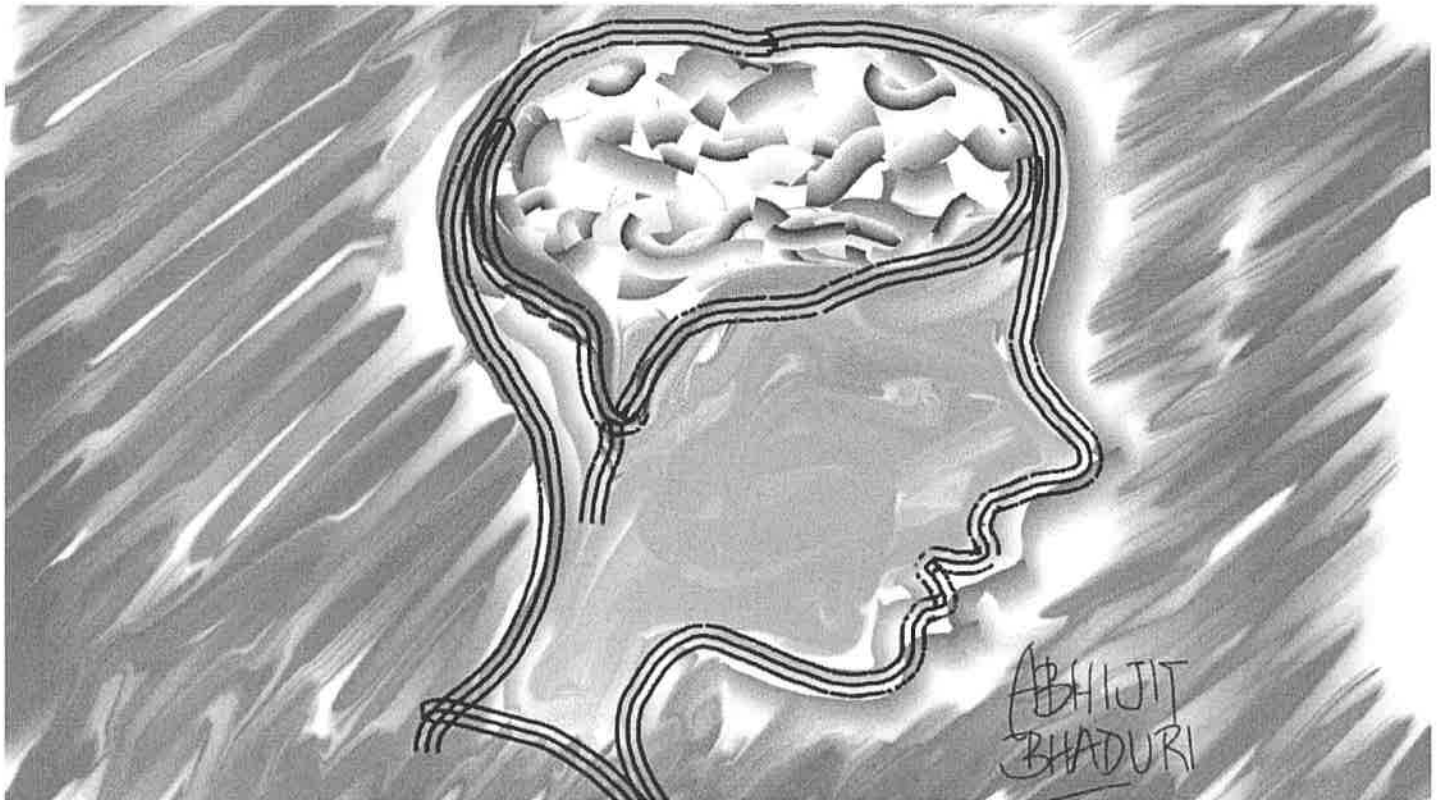
17-21 = Growth with some Fixed ideas

11-16 = Fixed with some growth ideas

0-10 = Strong fixed mindset

MINDSHIFT

Carol Dweck Explains The 'False' Growth Mindset That Worries Her



(Abhijit Bhaduri/Flickr)

Carol Dweck has become the closest thing to an education celebrity because of her work on growth mindset. Her research shows that children who have a growth mindset welcome challenges as opportunities to improve, believing that their abilities can change with focused effort. Kids with fixed mindsets, on the other hand, believe they have a finite amount of talent that can't be altered and shy away from challenges that might reveal their inabilities.

Dweck believes educators flocked to her work because many were tired of drilling kids for high-stakes tests and recognized that student motivation and love for learning was being lost in the process. But Dweck is worried that as her research became more popular, many people oversimplified its message.

In an interview with [The Atlantic](#), Dweck explained to reporter Christine Gross-Loh all the ways she sees growth mindset being misappropriated. She says often teachers and parents aren't willing to take the longer, more difficult path of helping students identify strategies and connect success to those strategies. Instead, her complicated psychological research has gotten boiled down to, "praise the effort, not the outcome." Dweck also explained what she means by a "false" growth mindset:

False growth mindset is saying you have growth mindset when you don't really have it or you don't really understand [what it is]. It's also false in the sense that nobody has a growth mindset in everything all the time. Everyone is a mixture of fixed and growth mindsets. You could have a predominant growth mindset in an area but there can still be things that trigger you into a fixed mindset trait. Something really challenging and outside your comfort zone can trigger it, or, if you encounter someone who is much better than you at something you pride yourself on, you can think "Oh, that person has ability, not me." So I think we all, students and adults, have to look for our fixed-mindset triggers and understand when we are falling into that mindset.

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I think a lot of what happened [with false growth mindset among educators] is that instead of taking this long and difficult journey, where you work on understanding your triggers, working with them, and over time being able to stay in a growth mindset more and more, many educators

just said, “Oh yeah, I have a growth mindset” because either they know it’s the right mindset to have or they understood it in a way that made it seem easy.

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The interview is full of tips for parents and educators, including the differences between young children and older ones.

<https://www.theatlantic.com/education/archive/2016/12/how-praise-became-a-consolation-prize/510845/>

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MINDSET INTRODUCTION FOR PARENTS

Your school is teaching students about Mindset. It is important for you to be aware of what it is, why it's important, and how you can support it.

WHAT IS MINDSET AND WHY IS IT IMPORTANT?

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. Dr. Dweck identified two mindsets people can have: a fixed mindset and a growth mindset. In a fixed mindset, people believe their basic qualities, like intelligence or talent, are fixed traits. They spend their time documenting their intelligence or talent instead of developing them, and believe that talent alone creates success, which is wrong. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all people who achieved top performance had these qualities. Research shows that people with this view reach higher levels of success than people with fixed mindset beliefs. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships, and increases achievement.

HOW CAN YOU SUPPORT A GROWTH MINDSET IN YOUR CHILDREN?

No parent thinks, "I wonder what I can do today to undermine my children, subvert their effort, turn them off learning, and limit their achievement." Of course not. We think, "I would do anything, give anything, to make my children successful." Yet many of the things we do boomerang. Our best intentioned judgments and our motivational techniques often unintentionally send the wrong message. In fact, every word and action sends a message. It tells children – or students or athletes – how to think about themselves. It can be a fixed mindset message that says: "You have permanent traits and I'm judging them," or it can be a growth mindset message that says: "You are a developing person and I am interested in your development." The most important thing you can do to help your child develop a growth mindset is to praise them for effort rather than for talent. Messages like "You learned that so quickly! You're so smart!" teach the child that they either are or aren't smart, and that effort is a sign of weakness. When they encounter difficulty in the future, they tend to then feel not smart and retreat. Instead, messages such as "I like the way you approached that problem", or "Good job to hang in there and find a different strategy that did work," or "Sorry, that seemed to be too easy for you, let's do something more challenging," teaches kids that effort is something we can all benefit from to reach our full potential, and that they need to be working purposefully and taking on challenges in order to grow.

HOW CAN I LEARN MORE?

You can visit the Mindset Works website, www.mindsetworks.com, read Dr. Carol Dweck's book *Mindset*, or visit the Mindset Works Parenting pages at www.mindsetworks.com/parents to learn about ways to infuse the growth mindset into your parenting.

A Parent's Guide to

ENCOURAGING A GROWTH MINDSET

What is a growth mindset?

Growth mindset is a concept developed by Carol Dweck, a Professor of Psychology at Stanford University. It is the belief that a person's abilities and intelligence can be developed through practice, hard work, dedication, and motivation.

What is a fixed mindset?

A **fixed mindset** is the notion that intelligence and talent alone will lead to success. People with a fixed mindset believe that these things are "fixed" and cannot be developed or improved upon. They believe that you are either born with it or not, and nothing can change that.

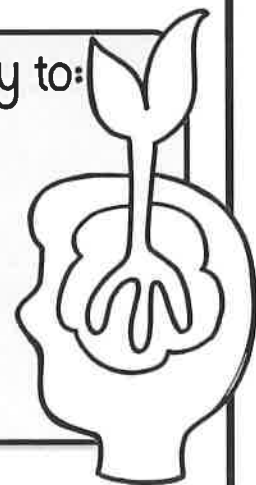
Why is having a growth mindset important?

Research has shown that children who have a fixed mindset are more likely to:

- Fear failure
- Give up on tasks they feel are too difficult
- Ignore feedback
- Avoid challenges
- Feel threatened by the success of others

Children who have a growth mindset are more likely to:

- Learn from their mistakes
- Be motivated to succeed
- Put forth more effort
- Take challenges head on
- Take risks
- Seek feedback
- Learn more
- Learn faster



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Hit Refresh: How A Growth Mindset Culture Tripled Microsoft's Value #1



Tom Vander Ark Contributor ⓘ

Education -

I write about the future of learning, work and human development.



Bill Gates, Satya Nadella and Steve Ballmer COURTESY OF MICROSOFT

Four years ago Satya Nadella took the helm at Microsoft. Under his leadership, the value of the company has tripled. Some think it could be the first company worth a trillion dollars. The story of the culture and strategy refresh is told in a new book titled *Hit Refresh*. Satya's co-authors were Greg Shaw and Jill Tracie Nichols. Both worked with the last three CEOs at Microsoft and have a great perspective on the ups and downs of the company.

In a recent conversation (listen to the podcast), Greg and Jill discuss the importance of the cultural refresh at Microsoft--one inspired by Stanford professor Carol Dweck's research on growth mindset. Like Angela Duckworth at Penn, Dweck discovered that human capability is not fixed at birth but malleable based on effort.

With this key insight, Nadella made lifelong learning a priority at Microsoft--it's even highlighted on employee badges. The focus shifted from "Know it all to learn it all."

Nadella puts out a video every month on what he's learned. "He's very thoughtful about how he reinforces key cultural elements," said Jill.

In the new Microsoft culture, they talk about meeting the unmet, often unarticulated, needs of customers. Greg insists that this goes beyond just listening and involves a lot of active empathy.

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When Nadella took over, Microsoft had big high margin business, but the world was shifting and a tech shift is easier than a business model shift. The company had framed success around particular products but Satya realized that going forward success would not be made by moving from hit to hit to hit, it would be about the batting average--and that's a function of learning and culture.

Inspired in part by his special needs son, Nadella made accessibility a product priority. A set of integrated tools in Office 365, OneNote, and the Edge browser make it easy for struggling readers and their teachers to adjust size, spacing, and colors, to add voice and auto-scrolling with a ruler. Last month they added a visual dictionary.

Like Microsoft founder Bill Gates, Satya is a technology optimist, he thinks it can boost productivity, increase inclusion, and solve problems.

But technology is also going to produce massive displacements. “That’s the big question facing mankind right now,” said Greg. “We’re transitioning to new industrial age, the next big transition is data everywhere where cognitive services and robots will do things faster and better than some humans.”

Hit Refresh is optimistic about ways that tech will augment humans, grow the number of mid-tech jobs, and lead to social surplus.

The Writing Backstory

Greg Shaw (@gregorymshaw) grew up a reader in rural Oklahoma, “Reading was my constant companion.” He started writing for his high school newspaper. His idol was Lou Grant, the tough news editor on the Mary Tyler Moore Show. Greg would type out the first few dozen words from the regional newspaper to imprint the practices of good writers.

He graduated from Broken Arrow High and studied journalism at Northeastern State. Son of a wheat farmer in cotton country, Greg was the first in his family to graduate from college.

He edited the Cherokee newspaper before serving as a speechwriter in the Reagan administration. Greg managed public relations at Microsoft in the 90s. We worked together at the Bill & Melinda Gates Foundation in the 2000s where he led local grantmaking and helped shape the foundation’s early childhood initiative.

Greg and I worked on Bill Gates’ speech to the February 2005 National Education Summit on High Schools. That speech helped me appreciate Bill’s advocacy platform. “Bill learned through his speeches, they were always an exercise in learning the content. He had a great sense of what he wanted to communicate and how to use his platform,” said Shaw.

Jill Tracie Nichols (@JillTracie) grew up in New Jersey. When bothered by a roller rink incident, Jill’s mother urged her to write a letter to the owner. It taught her that carefully expressed opinion mattered. After attending tiny Houghton College she worked in HR and change management in telecom and tech before

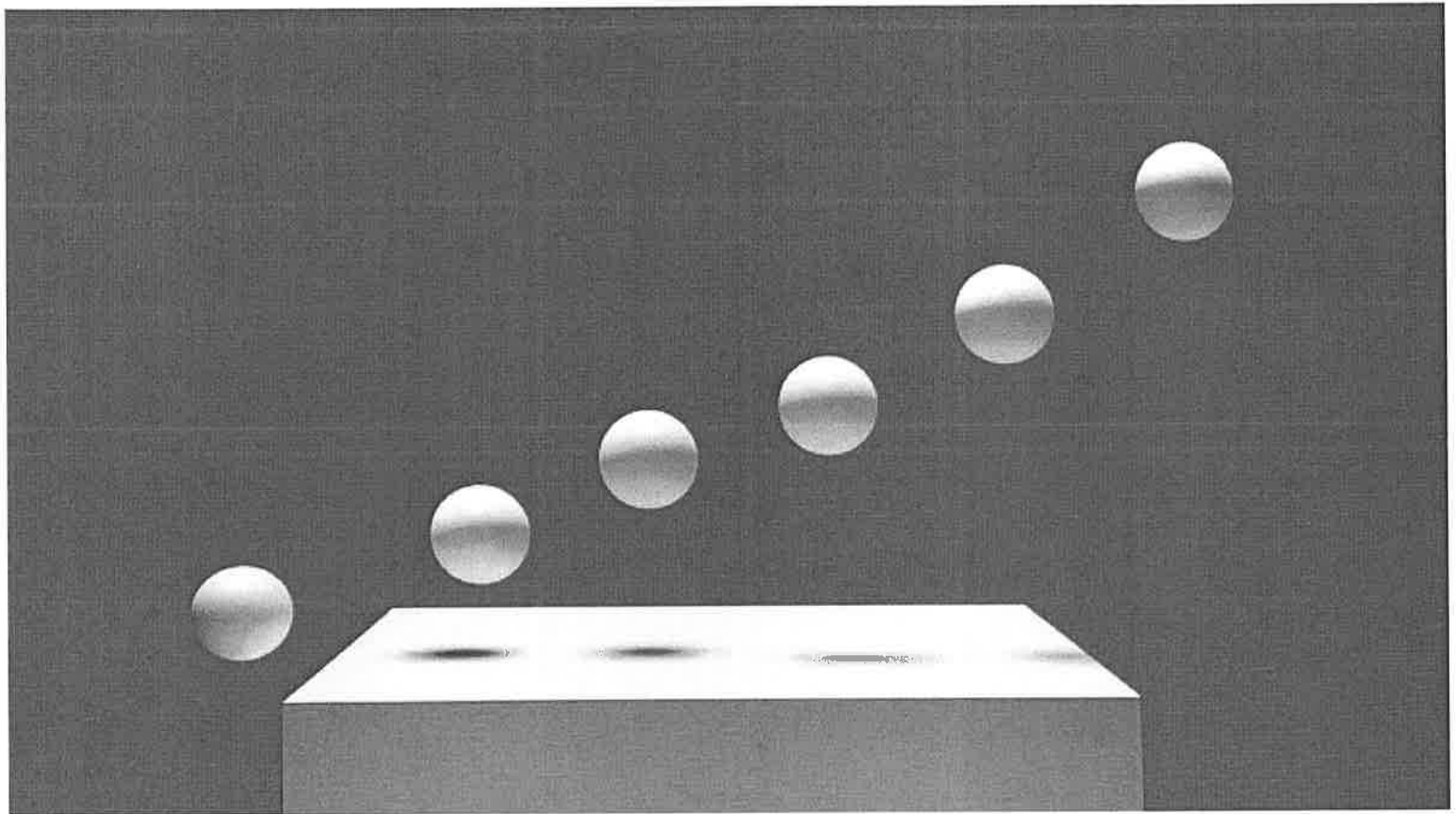
ORGANIZATIONAL CULTURE

Create a Growth Culture, Not a Performance-Obsessed One

#2

by Tony Schwartz

MARCH 07, 2018



PM IMAGES/GETTY IMAGES

Here's the dilemma: In a competitive, complex, and volatile business environment, companies need more from their employees than ever. But the same forces rocking businesses are also overwhelming employees, driving up their fear, and compromising their capacity.

It's no wonder that so many C-Suite leaders are focused on how to build higher performance cultures. The irony, we've found, is that building a culture focused on *performance* may not be the best, healthiest, or most sustainable way to fuel results. Instead, it may be more effective to focus on creating a culture of growth.

A culture is simply the collection of beliefs on which people build their behavior. Learning organizations – Peter Senge's term – classically focus on intellectually oriented issues such as knowledge and expertise. That's plainly critical, but a true growth culture also focuses on deeper issues connected to how people feel, and how they behave as a result. In a growth culture, people build their capacity to see through blind spots; acknowledge insecurities and shortcomings rather than unconsciously acting them out; and spend less energy defending their personal value so they have more energy available to create external value. How people feel – and make other people feel – becomes as important as how much they know.

Our approach owes a debt to the groundbreaking work of Robert Kegan and Lisa Lahey around building “deliberately developmental cultures.” Building a growth culture, we've found, requires a blend of individual and organizational components:

1. An environment that feels **safe**, fueled first by top by leaders willing to role model vulnerability and take personal responsibility for their shortcomings and missteps.
2. A focus on continuous **learning** through inquiry, curiosity and transparency, in place of judgment, certainty and self-protection.
3. Time-limited, manageable **experiments** with new behaviors in order to test our unconscious assumption that changing the status quo is dangerous and likely to have negative consequences.
4. Continuous **feedback** – up, down and across the organization - grounded in a shared commitment to helping each other grow and get better.

By contrast, a performance-driven culture often exacerbates people's fears by creating up a zero-sum game in which people are either succeeding or failing and “winners” quickly get weeded out from “losers.” Results also matter in growth cultures, but in addition to rewarding success, they also treat failures and shortcomings as critical opportunities for learning and improving, individually and collectively.

These are easy words to say, but they're much harder to practice. Instinctively, we're each inclined to hide, rationalize, minimize, cover up, and deny our weaknesses and mistakes because they make us feel vulnerable, at risk, and unworthy. These fears narrow and limit our perspective rather than enlarging it – at a time when the complexity of the problems we face often exceeds the complexity of thinking necessary to solve them.

We began building a growth culture at my own company in the aftermath of a tumultuous period during which we brought in several new leaders, with different skill sets, to reinvent what we provided to clients and how we ran our business. Until then, we had always been a conflict-averse culture, preferring to see ourselves as a happy family for as long as our business prospered. Resentments got pushed beneath the surface, but they became harder to contain as we struggled through this period of change and uncertainty. Tension grew between our old and new employees, and our old and new ways of running our business. As CEO, I was seen as insufficiently respectful of who we'd been, and what values needed to be retained.

Once our new team was in place and I had greater clarity about the path forward, my first instinct was to surface the remaining tensions across the organization, and then work to be more transparent with one another. But realistically, we hadn't built enough safety to make that possible. Instead, we began our work with our smaller team of senior leaders, inviting all employees to anonymously share their relative level of trust in each of us, in areas including our honesty, intentions, authenticity, skills, integrity, standards, and results.

The feedback we got was raw and tough. When we sat down together to discuss it, we agreed to try to view the feedback through a lens of personal responsibility, rather than defensively. One of my colleagues jumped in courageously, owning her inclination to be controlling and harsh at times, and reflecting on what in her past influenced that self-protective behavior. She made no excuses, and her vulnerability set the tone for the rest of us. We followed by sharing the toughest feedback we'd each received, what felt most significant about it, and where we thought it came from, and what behaving differently would look like. It was intense and demanding work, but we all left feeling buoyed.

A week later, we shared specific experiments we had devised to try out new ways of behaving in response to the primary challenge each of us had defined. We also agreed to meet once a week to share progress and setbacks, and invite feedback from one another. Eight weeks later, at an offsite,

we shared with the rest of the company what we'd heard from them, what had resonated for us most deeply, and what we were doing about it. We'd begun the journey of building our own growth culture.

Perhaps the most fundamental lesson we've learned – including in our subsequent work with clients – is that fueling growth requires a delicate balance between challenging and nurturing. Think about a young child beginning to venture into the world. The infant crawls away from its mother to explore the environment, but frequently looks back and returns periodically in order to feel reassured and comforted. We are not so different as adults. Too much challenge, too continuously – without sufficient reassurance – eventually overwhelms us and breaks us down. Too little challenge – too much time spent in our comfort zone – precludes our growth and eventually makes us weaker.

A performance culture asks, “How much energy can we mobilize?” and the answer is only a finite amount. A growth culture asks, “How much energy can we liberate?” and the answer is infinite.



Tony Schwartz is the president and CEO of The Energy Project and the author of *The Way We're Working Isn't Working*. Become a fan of The Energy Project on Facebook and connect with Tony at [Twitter.com/TonySchwartz](https://twitter.com/TonySchwartz) and [Twitter.com/Energy_Project](https://twitter.com/Energy_Project).

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