

Please read this hard copy of Carol Dweck's website:

[www.mindsetonline.com](http://www.mindsetonline.com)

THINK ABOUT THE FOLLOWING AS YOU READ:

1. What are implications for how I see and teach LEARNERS in my classroom?

Do I see them as "students" or "learners?"

Do I believe that some have the potential to learn what I want them to learn and others do not?

In short, do I have a fixed or growth mindset about the LEARNERS in my classroom?

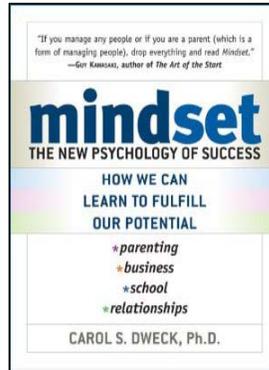
2. What are implications for how I see MYSELF as a teacher learning to do things differently?

Do I expect that I will be perfect at this new way to organize school and my classroom?

Am I worried whether I am doing it the "right way" or not? Or do I realize it is a process of continual improvement?

Am I frustrated or discouraged when it doesn't work perfectly? Or do I recognize and accept what worked/what didn't and adjust where needed?

In short, do I have a fixed or growth mindset about MYSELF as a learner?



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## Carol Dweck

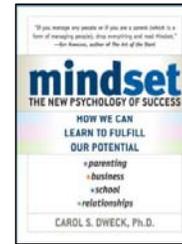
Carol S. Dweck, Ph.D., is one of the world's leading researchers in the field of motivation and is the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Her research has focused on why people succeed and how to foster success. She has held professorships at Columbia and Harvard Universities, has lectured all over the world, and has been elected to the American Academy of Arts and Sciences. Her scholarly book *Self-Theories: Their Role in Motivation, Personality, and Development* was named Book of the Year by the World Education Federation. Her work has been featured in such publications as *The New Yorker*, *Time*, *The New York Times*, *The Washington Post*, and *The Boston Globe*, and she has appeared on *Today* and *20/20*.

# ABOUT MINDSET

## What is Mindset

Every so often a truly groundbreaking idea comes along. This is one. Mindset explains:

- Why brains and talent don't bring success
- How they can stand in the way of it
- Why praising brains and talent doesn't foster self-esteem and accomplishment, but jeopardizes them
- How teaching a simple idea about the brain raises grades and productivity
- What all great CEOs, parents, teachers, athletes know



Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. When you read Mindset, you'll see how.

## The Mindsets

Mindsets are beliefs—beliefs about yourself and your most basic qualities. Think about your intelligence, your talents, your personality. Are these qualities simply fixed traits, carved in stone and that's that? Or are they things you can cultivate throughout your life?

People with a fixed mindset believe that their traits are just givens. They have a certain amount of brains and talent and nothing can change that. If they have a lot, they're all set, but if they don't... So people in this mindset worry about their traits and how adequate they are. They have something to prove to themselves and others.

*“Think about your intelligence, talents, and personality. Are they just fixed or can you develop them?”*

People with a growth mindset, on the other hand, see their qualities as things that can be developed through their dedication and effort. Sure they're happy if they're brainy or talented, but that's just the starting point. They understand that no one has ever accomplished great things—not Mozart, Darwin, or Michael Jordan—without years of passionate practice and learning.



*Your Notes and Thoughts.....*

# ABOUT MINDSET

## Why Do People DIFFER?

Since the dawn of time, people have thought differently, acted differently, and fared differently from each other. It was guaranteed that someone would ask the question of why people differed why some people are smarter or more moral – and whether there was something that made them permanently different. Experts lined up on both sides. Some claimed that there was a strong physical basis for these differences, making them unavoidable and unalterable. Through the ages these alleged physical differences have included bumps on the skull (phrenology), the size and shape of the skull (craniology), and, today, genes.

Others pointed to the strong differences in people’s backgrounds, experiences, training, or ways of learning. It may surprise you to know that a big champion of this view was Alfred Binet, the inventor of the IQ test. Wasn’t the IQ test meant to summarize children’s unchangeable intelligence? In fact, no. Binet, a Frenchman working in Paris in the early 20th century, designed this test to identify children

who were not profiting from the Paris public schools, so that new educational programs could be designed to get them back on track. Without denying individual differences in children’s intellects, he believed that education and practice could bring about fundamental changes in intelligence. Here is a quote from one of his major books, *Modern Ideas About Children*, in which he summarizes his work with hundreds of children with learning difficulties:

*“It is not always the people who start out the smartest who end up the smartest.”*

“A few modern philosopher’s assert that an individual’s intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism.... With practice, training, and above all, method, we manage to increase our attention, our memory, our judgment and literally to become more intelligent than we were before.”

Who’s right? Today most experts agree that it’s not either/or. It’s not nature or nurture, genes or environment. From conception on, there’s a constant give and take between the two. In fact, as Gilbert Gottlieb, an eminent neuroscientist put it, not only do genes and environment cooperate as we develop, but genes require input from the environment to work properly.

At the same time, scientists are learning that people have more capacity for life-long learning and brain development than they ever thought. Of course, each person has a unique genetic endowment. 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 guru of intelligence writes that the major factor in whether people achieve expertise “is not some fixed prior ability, but purposeful engagement.” Or, as his forerunner, Binet, recognized, it’s not always the people who start out the smartest who end up the smartest.



*Your Notes and Thoughts.....*

# ABOUT MINDSET

## What does this mean for me?

It's one thing to have pundits spouting their opinions about scientific issues. It's another thing to understand how these views apply to you. For twenty years, 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 commit to and accomplish the things you value. How does this happen? How can a simple belief have the power to transform your psychology and, as a result, your life?

*Believing that your qualities are carved in stone creates an urgency to prove yourself over and over.*

Believing that your qualities are carved in stone—the fixed mindset—creates an urgency to prove yourself over and over. If you have only a certain amount of intelligence, a certain personality, and a certain moral character, well then you'd better prove that you have a healthy dose of them. It simply wouldn't do to look or feel deficient in these most

basic characteristics...I've seen so many people with this one consuming goal of proving themselves—in the classroom, in their careers, and in their relationships. 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? But doesn't our society value intelligence, personality and character? Isn't it normal to want these traits? Yes, but...

There's another mindset in which these traits are not simply a hand you're dealt and have to live with, always trying to convince yourself and others that you have a royal flush when you're secretly worried it's a pair of tens. In this mindset, the hand you're dealt is just the starting point for development. This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments – everyone can change and grow through application and experience.

Do people with this mindset believe that anyone can be anything, that anyone with proper motivation or education can become Einstein or Beethoven? No, but they believe that a person's true potential is unknown (and unknowable), that it's impossible to foresee what can be accomplished with years of passion, toil, and training.

Did you know that Darwin and Tolstoy were considered ordinary children? That Ben Hogan, one of the greatest golfers of all time, was completely uncoordinated and graceless as a child? That the photographer Cindy Sherman, who has been on virtually every list of the most important artists of the 20th century, failed her first photography course? That Geraldine Page, one of our greatest actresses, was advised to give it up for lack of talent?

You can see how the belief that cherished qualities can be developed creates a passion for learning. Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them? Why look for friends or partners who will just shore up your self-esteem instead of ones who will also challenge you to grow? And why seek out the tried and true, instead of experiences that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) 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.



*Your Notes and Thoughts.....*

# HOW MINDSET AFFECTS SUCCESS

## Mindset for Achievement

*What is Talent—and How Important Is It? What Lies Behind Great Achievement? What Stops People From Pursuing Their Dreams? How To Boost Achievement (and Fulfillment) Through Mindset*

Benjamin Barber, an eminent sociologist, once said, “I don’t divide the world into the weak and the strong, or the successes and the failures... I divide the world into the learners and nonlearners.”

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...

In the fixed mindset it’s not enough just to succeed. It’s not enough just to look smart and talented. You have to be pretty much flawless. And you have to be flawless right away... After all, if you have it you have it, and if you don’t you don’t...

This desire to think of yourself as perfect is often called CEO disease. In *Mindset*, I explore several CEO who had bad, even fatal, cases of this disease.

Beyond how traumatic a setback can be in the fixed mindset, this mindset gives you no good recipe for overcoming it. If failure means you lack competence or potential—that you are a failure – where do you go from there? Are you like Bernard Loiseau or Jim Marshall? Both of them had big setbacks, but only one of them survived. In *Mindset*, you’ll find out why.

## The Truth About Ability and Achievement

Try to picture Thomas Edison as vividly as you can. Think about where he is and what he’s doing. Is he alone? I asked people and they always said things like this:

“He’s in New Jersey. He’s standing in a white coat in a lab-type room. He’s leaning over a light bulb. Suddenly, it works! [Is he alone?] Yes. He’s kind of a reclusive guy who likes to tinker on his own.”

In truth, the record shows quite a different fellow, working in quite a different way.

Edison was not a loner. For the invention of the light bulb, 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. The light bulb has become the symbol for that single moment when the brilliant solution strikes, but there was no single moment of invention. In fact, the light bulb was not one invention, but a whole network of time-consuming inventions each requiring one or more chemists, mathematicians, physicists, engineers, and glass blowers.

*“I divide the world into learners and nonlearners.”*

Yes, Edison was a genius. But he was not always one. His biographer, Paul Israel, sifting through all the available information, thinks he was more or less a regular boy of his time and place. ...What eventually set him apart was his mindset and drive... There are many myths about ability and achievement, especially about the lone, brilliant person suddenly producing amazing things. Chapter 3 dispels those myths.

# HOW MINDSET AFFECTS SUCCESS

## Parents, Teachers & Coaches

*How Praise Can Harm, and How To Use it Well. When, What, and How to Criticize. Why Bright Children (and Talented Athletes) Stop Working and What To Do About It. How To Communicate The Values That Bring Success.*

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. They think “I would do anything, give anything, to make my children successful.” Yet many of the things they do boomerang. Their helpful judgments, their lessons, their motivating techniques often 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”...

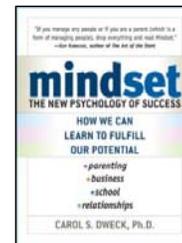
## Messages About Success

Listen for the messages in the following examples:

“You learned that so quickly! You’re so smart!”  
“Look at that drawing. Martha, is he the next Picasso or what?”  
“You’re so brilliant, you got an A without even studying!”

If you’re like most parents, you hear these as supportive, esteem-boosting messages. But listen more closely. See if you can hear another message. It’s The ones that children hear:

“If I don’t learn something quickly, I’m not smart.”  
“I shouldn’t try drawing anything hard or they’ll see I’m no Picasso.”  
“I’d better quit studying or they won’t think I’m brilliant.”



Your Notes and Thoughts.....

# HOW MINDSET AFFECTS SUCCESS

## Messages About Failure

Nine-year-old Elizabeth was on her way to her first gymnastics meet. Lanky, flexible, and energetic, she was just right for gymnastics, and she loved it. Of course, she was a little nervous about competing, but she was good at gymnastics and felt confident of doing well. She had even thought about the perfect place in her room to hang the ribbon she would win.

In the first event, the floor exercises, Elizabeth went first. Although she did a nice job, the scoring changed after the first few girls and she lost. Elizabeth also did well in the other events, but not well enough to win. By the end of the evening, she had received no ribbons and was devastated.

What would you do if you were Elizabeth's parents?

1. Tell Elizabeth you thought she was the best.
2. Tell her she was robbed of a ribbon that was rightfully hers.
3. Reassure her that gymnastics is not that important
4. Tell her she has the ability and will surely win next time.
5. Tell her she didn't deserve to win.

There is a strong message in our society about how to boost children's self-esteem, and a main part of that message is: Protect them from failure ! While this may help with the immediate problem of a child's disappointment, it can be harmful in the long run. Why?

Let's look at the five possible reactions from a mindset point of view [and listen to the messages:]

The first (you thought she was the best) is basically insincere. She was not the best – you know it, and she does too. This offers her no recipe for how to recover or how to improve.

The second (she was robbed) places blame on others, when in fact the problem was mostly with her performance, not the judges. Do you want her to grow up blaming others for her deficiencies?

The third (reassure her that gymnastics doesn't really matter) teaches her to devalue something if she doesn't do well in it right away. Is this really the message you want to send?

The fourth (she has the ability) may be the most dangerous message of all. Does ability automatically take you where you want to go? If Elizabeth didn't win this meet, why should she win the next one?

The last option (tell her she didn't deserve to win) seems hardhearted under the circumstances. And of course you wouldn't say it quite that way. But that's pretty much what her growth-minded father told her. Chapter 7 tells you what he told her and what happened.

You can use messages to help your children cultivate a growth mindset. You can also have them use the [Brainology® online program](#) to develop a growth mindset through their learning about the malleability of the brain and how to gain control over their own brain development.



*Your Notes and Thoughts.....*

# CHANGE YOUR MINDSET

## The Nature of Change

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 process 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 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: "This means I'm a loser." "This means I'm a better person than they are." "This means I'm a bad husband." "This means my partner is selfish."

People with a growth mindset are also constantly monitoring what's going on, but their internal monologue is not about judging themselves and others in this way. Certainly they're sensitive to positive and negative information, but they're attuned to its 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?

Chapter 8 is about changing the internal monologue from a judging one to a growth-oriented one. It shows how mindset change has enabled people to pursue their goals more effectively and it shows how a mindset workshop boosted students' motivation and grades.

## How can you change from a fixed mindset to a growth mindset?

### Step1: Learn to hear your fixed mindset "voice."

As you approach a challenge, that voice might say to you "Are you sure you can do it? Maybe you don't have the talent." "What if you fail—you'll be a failure" "People will laugh at you for thinking you had talent." "If you don't try, you can protect yourself and keep your dignity."

As you hit a setback, the voice might say, "This would have been a snap if you really had talent." "You see, I told you it was a risk. Now you've gone and shown the world how limited you are." "It's not too late to back out, make excuses, and try to regain your dignity."

As you face criticism, you might hear yourself say, "It's not my fault. It was something or someone else's fault." You might feel yourself getting angry at the person who is giving you feedback. "Who do they think they are? I'll put them in their place." The other person might be giving you specific, constructive feedback, but you might be hearing them say "I'm really disappointed in you. I thought you were capable but now I see you're not."

### Step 2: Recognize that you have a choice.

How you interpret challenges, setbacks, and criticism is your choice. You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It's up to you.

So as you face challenges, setbacks, and criticism, listen to the fixed mindset voice and...

# CHANGE YOUR MINDSET

## Step 3: Talk back to it with a growth mindset voice.

### As you approach a challenge:

THE FIXED-MINDSET says “Are you sure you can do it? Maybe you don’t have the talent.”

THE GROWTH-MINDSET answers, “I’m not sure I can do it now, but I think I can learn to with time and effort.”

FIXED MINDSET: “What if you fail—you’ll be a failure”

GROWTH MINDSET: “Most successful people had failures along the way.”

FIXED MINDSET: “If you don’t try, you can protect yourself and keep your dignity.”

GROWTH MINDSET: “If I don’t try, I automatically fail. Where’s the dignity in that?”

### As you hit a setback:

FIXED MINDSET: “This would have been a snap if you really had talent.”

GROWTH MINDSET: “That is so wrong. Basketball wasn’t easy for Michael Jordan and science wasn’t easy for Thomas Edison. They had a passion and put in tons of effort.

### As you face criticism:

FIXED MINDSET: “It’s not my fault. It was something or someone else’s fault.”

GROWTH MINDSET: “If I don’t take responsibility, I can’t fix it. Let me listen—however painful it is— and learn whatever I can.”

Then...

## Step 4: Take the growth mindset action.

Over time, which voice you heed becomes pretty much your choice.

Whether you

- take on the challenge wholeheartedly,
- learn from your setbacks and try again
- hear the criticism and act on it is now in your hands.

Practice hearing both voices, and practice acting on the growth mindset. See how you can make it work for you.