

# LEVERAGING THE GROWTH MINDSET FOR SUCCESS

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Before we start, let's take a little quiz....



## 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

	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

**MY SCORE:**



## Session Objectives

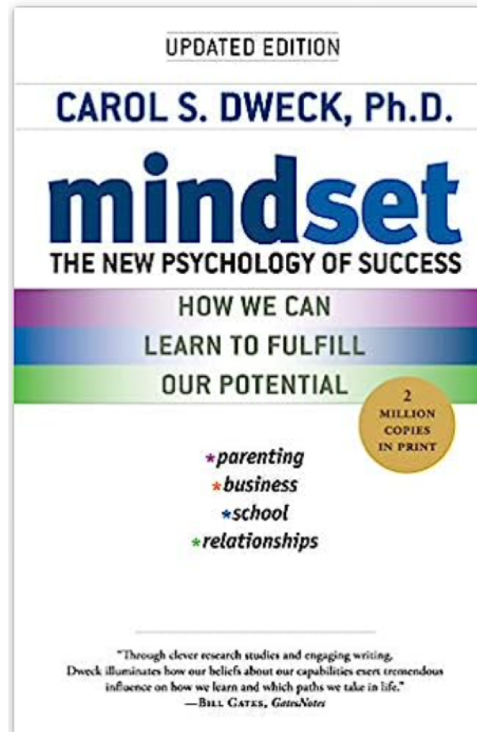
- Distinguish between growth versus fixed Mindsets
- Determine ways to increase use of a growth mindset in personal and professional life
- Develop a feedback approach that incorporates tenets of a growth mindset





# Mindsets

- A particular way of thinking
- Shape our personality and how we think and act
- Fixed mindset
  - Your attributes and abilities are unchangeable
  - Entanglement of identity and challenge
- Carol Dweck, PhD – Growth Mindset Theory
  - Your attributes and abilities are malleable
  - Change is possible
  - “The power of yet”
  - “Becoming is better than being”
  - Separation of identity and challenge



TED Ideas worth spreading

WATCH D



The power of believing that you can improve

14,893,510 views | Carol Dweck • TEDxNorrkoping

[https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en)

# Use of a Growth Mindset is associated with increased:

- Motivation
- Academic performance
- Engagement
- Willingness to accept new challenges
- Resiliency
- Improved teamwork

# FIXED MINDSET

# MINDSET

## CHARACTERISTICS

# GROWTH MINDSET

SET - YOU HAVE WHAT YOU HAVE

**SKILLS+INTELLIGENCE**

CAN BE GROWN AND DEVELOPED

HOW THEY LOOK  
PERFORMANCE FOCUS

**MAIN CONCERN**

LEARNING / GETTING BETTER  
PROCESS FOCUS

SOMETHING YOU DO  
WHEN YOU'RE NOT GOOD

**EFFORT**

AN IMPORTANT PART OF  
LEARNING

GIVE UP / CHECK OUT

**CHALLENGES**

PERSEVERE / WORK THROUGH  
IT - SHOW MORE GRIT

TAKE IT PERSONAL  
GET DEFENSIVE

**FEEDBACK**

LIKE IT / USE IT TO LEARN

HATE THEM / TRY  
TO AVOID MAKING THEM

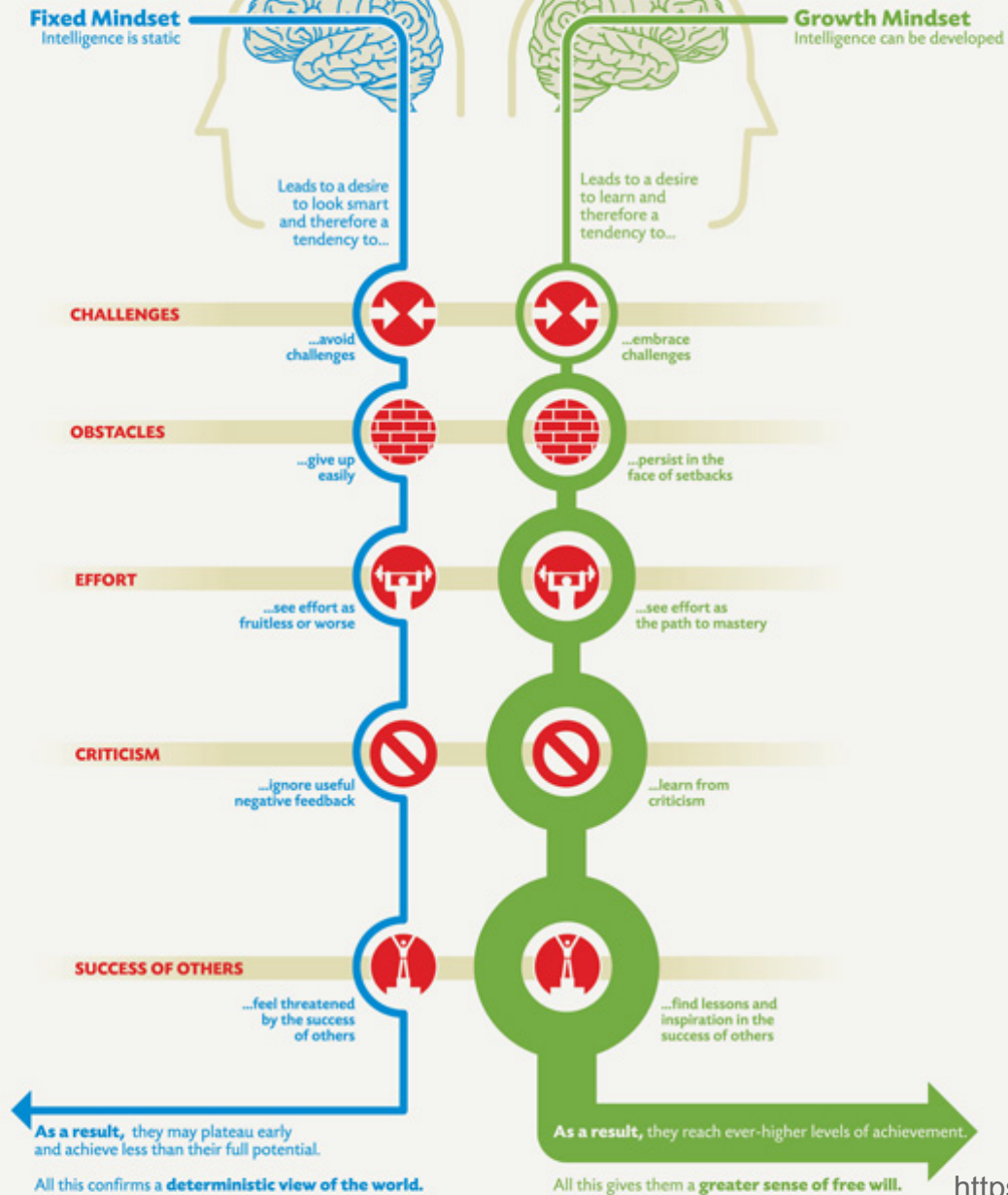
**MISTAKES**

TREAT THEM AS A LEARNING  
OPPORTUNITY

## TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by  
Nigel Holmes





# Are we born into a mindset?

- Nature vs Nurture

- Innate tendencies

- Product of our environment

- Praise from a young age is directed at the product not the process

- Praise tied to intelligence or talent

- Praise tied to an, “identity”

“You’re such a good artist” vs “I can tell you spent a lot of time and effort developing that picture and that must not have been easy. I’m proud of you for working hard to accomplish that”

- Trophy generation

Too much of it – parents “building up” their children

- Primary school teachers stereotyping girls vs. boys for natural ELA vs Math/Science abilities

- Hard-work isn’t the goal

- Protection from failure

Failure isn’t embraced or practiced





# Pull back out your quiz....

- 22-30 = Strong Growth Mindset
- 17-21 = Growth with some Fixed ideas
- 11-16 = Fixed with some Growth ideas
- 0-10 = Strong Fixed Mindset
  
- Where do you fall?





# The Mindset Spectrum

- You are not “fixed” into either a fixed or growth mindset
- Can change frequently – day to day, even from moment to moment
- Might be more growth minded in some areas and less in others

	FIXED	LOW GROWTH	MIXED	GROWTH	HIGH GROWTH
 <b>WORLD VIEW</b>	Sees themselves as <b>UNCHANGING AND UNCHANGEABLE</b> . Life is about discovering yourself and searching for where you fit into the world.	Change and <b>GROWTH IS VERY LIMITED</b> . See themselves as “not cut out for” some domains. Amount of growth possible in other domains is limited.	Limited Growth Mindset – believes they are capable of <b>GROWTH IN A LIMITED NUMBER OF DOMAINS</b> . Life offers only limited choices.	Sees themselves as <b>CAPABLE OF SIGNIFICANT GROWTH</b> in most domains. Sees great choice in life. May see themselves as restricted from significant growth in some domains.	Understands they can <b>CHANGE THEIR MOST BASIC CHARACTERISTICS</b> . Life is about deciding what you want to be and creating the abilities required to reach goals.
 <b>CHALLENGES</b>	<b>AVOIDS CHALLENGES</b> . Sees them as a potential threat.	Takes on <b>EASY CHALLENGES</b> that they believe they are likely to succeed at.	<b>PREFERS CLEAR, IMMEDIATE GOALS</b> that aren't too far out of reach, or in an area they find difficult.	<b>ENJOYS BEING CHALLENGED</b> by more open-ended tasks, even if not always immediately successful.	<b>EMBRACES CHALLENGES</b> even when path to achievement is not immediately clear.
 <b>ENCOUNTERING DIFFICULTY &amp; OBSTACLES</b>	<b>GIVES UP IMMEDIATELY</b> when they encounter difficulty.	<b>TRIES FOR A WHILE</b> , but gives up if not progressing easily. May try a few alternatives when encountering obstacles.	<b>PERSISTS WHEN SEEING PROGRESS</b> . Is developing a repertoire of strategies for getting past obstacles.	<b>EXPECTS EVENTUAL MASTERY</b> . Understands new learning is meant to be difficult so sticks at tasks for long periods.	<b>PERSISTS FOR LONG PERIODS</b> even in the face of setbacks and when new skills need to be learnt to achieve mastery.
 <b>EFFORT</b>	<b>EFFORT IS ASSOCIATED WITH FAILURE</b> and inability, so is seen as bad. Expects things you can do to come easily.	Recognizes that effort is sometimes required. <b>SUSTAINED EFFORT IS A BAD THING</b> . Misunderstands that not all types of effort produce growth.	<b>EFFORT IS NECESSARY</b> , but usually not enjoyable. Likely to prefer to do it easily. Recognizes when effort is being ineffective.	<b>EFFORT IS A GOOD THING</b> . Has experienced success as a result of effort in the past. Associates Effective Effort with growth.	Understands <b>EFFORT AS PATH TO MASTERY</b> . Actively works on developing strategies for more Effective Effort.
 <b>FEEDBACK &amp; CRITICISM</b>	<b>IGNORES</b> useful negative feedback. Sees feedback as a list of their faults.	Accepts some direct feedback when corrections can be made quickly and easily. <b>TENDS TO FOCUS ON POSITIVE FEEDBACK</b> .	<b>FORMATIVE FEEDBACK IS SEEN AS USEFUL</b> , as long as it is targeted and achievable.	Accepts and <b>LEARNS FROM FEEDBACK</b> . Positive feedback is seen as recognition of the effort and process that led to the achievement.	<b>REQUESTS CRITICAL FEEDBACK</b> from targeted expert sources in order to improve both process and outcome.
 <b>SUCCESS OF OTHERS</b>	<b>FEELS THREATENED</b> by comparisons to others and avoids competitions, as these may highlight perceived deficits.	<b>MAY MIS-ATTRIBUTE SUCCESS</b> of others to luck or natural ability rather than growth achieved through effort.	<b>ENJOYS PERSONAL SUCCESS</b> , so will engage in competition and comparison when these make them look good.	<b>FINDS LESSONS AND INSPIRATION</b> in the success of others. Admires excellence. Enjoys the challenge posed by competition.	<b>SEEKS OUT MASTERS AND EXPERTS</b> in an effort to “learn their secrets”. Competition is seen as a way for both competitors to push themselves to improve.
 <b>MAKING MISTAKES</b>	Actively <b>HIDES OR IGNORES</b> mistakes.	<b>MAKES EXCUSES</b> for mistakes. Looks for quick fixes. May attribute blame to others.	Expects to make mistakes and understands <b>MISTAKES CAN BE CORRECTED</b> .	Recognizes mistakes made are <b>SIGNPOSTS FOR LEARNING</b> opportunities.	Deliberately stretches themselves so errors have <b>HIGH LEARNING POTENTIAL</b> to facilitate further growth.
 <b>OFFERED HELP AND SUPPORT</b>	<b>TURNS DOWN</b> help and support. Feels requiring help highlights their own deficits.	<b>TOLERATES</b> help when given. Disinclined to ask for help. Doesn't like to be seen to need help.	<b>ACCEPTS HELP</b> and support when offered. May not continue to seek help, if difficulties are persistent.	Expects feedback and recognizes it as <b>DESIRABLE</b> to help them grow.	<b>SEEKS OUT</b> help and support from specialized sources.

# How do I become Growth Minded?

- Embrace challenges and new opportunities
- Be a continual learner
- Ask questions
- Ask for help
- Work hard
- Don't give up
- Learn from mistakes
- Persist in the face of setbacks
- Practice self-reflection
- Embrace constructive feedback





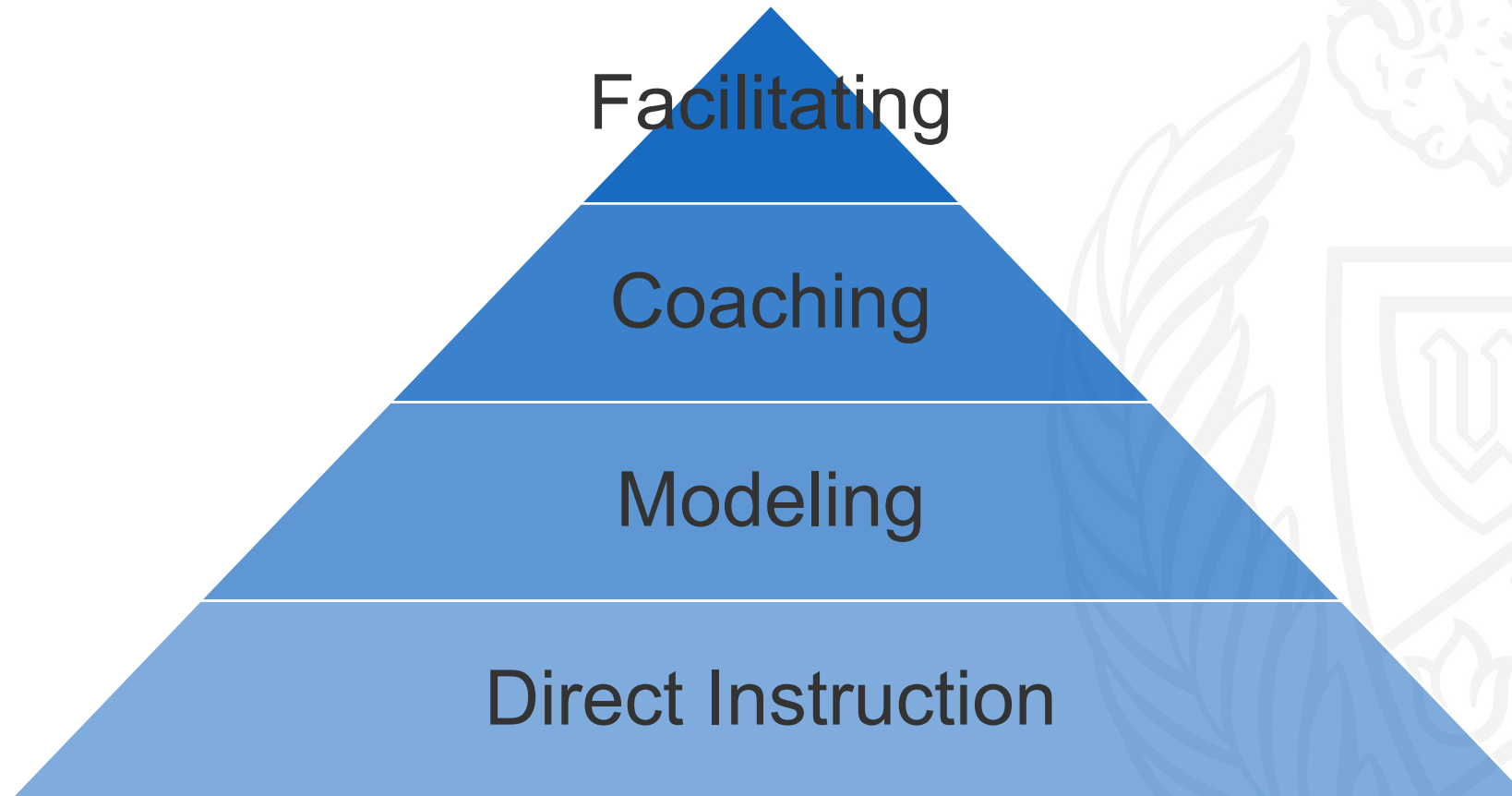
# USING THE GROWTH MINDSET

With Learners





# ASHP Precepting Pyramid



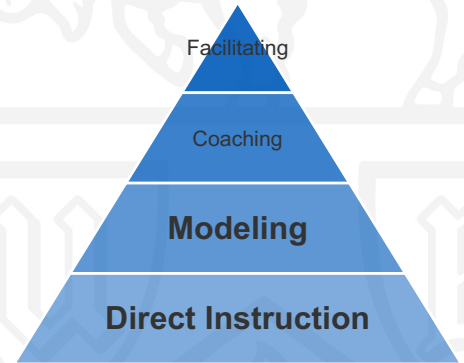
# Working with Learners

## Direct Instruction

- Incorporate the Mindset Book or a Mindset presentation into your program or rotation

## Modeling

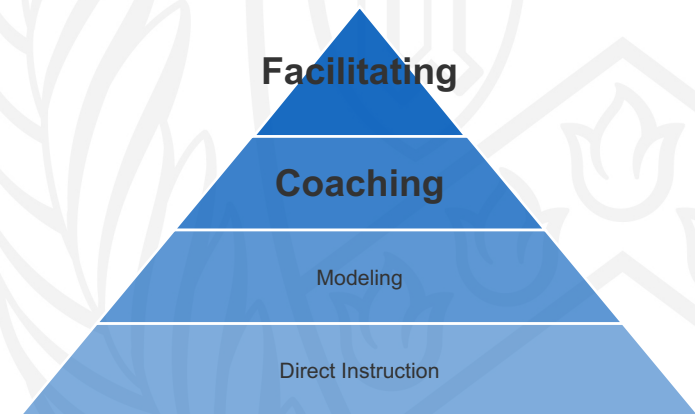
- Love to learn - admit you don't know everything
  - Look it up and come back to your meeting with the answer
  - Journal article weekends
- Discuss new literature
- Tell stories about your trials and tribulations not just your wins
- Talk through grey areas of a case
  - Walk through your problem solving process with them
  - Acknowledge that the uncertainty was probably challenging but praise the time/effort to work through it



# Working with Learners

## Coaching/Facilitating

- Work with a learner to break a problem/goal into manageable steps
  - Ask them to reflect on their process/approach
  - Praise the work involved in reaching each step
- Ask learners thought provoking questions during patient/topic discussions
  - Get them thinking through a process rather than regurgitating answers
- Feedback
  - Focus on progress, strategy, and effort
  - Encourage self-reflection
    - Redirect away from “labels”
  - Ask what was learned in a given situation



## How to grow as an educator/preceptor using Growth Mindset:

- Incorporate a new learning activity/style
- Allow a peer to observe your interactions with learners and provide feedback
- Adjust your methods based on learner evaluations



*"Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon."*

*- Ann Lieberman*

**Magical formula for effectiveness as a teacher/preceptor:**

Love learning

Love your learner(s)

"Students don't care how much you know until they know how much you care."



# USING THE GROWTH MINDSET

Leadership

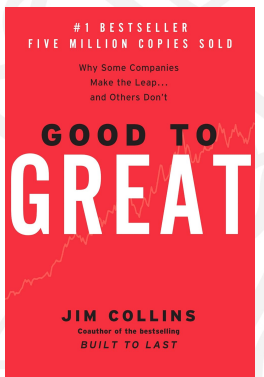


# Leadership

- CEO disease
  - Larger than life personality
  - “Talent mindset”
  - Need to be constantly put on a pedestal – always proving their superiority
  - “Genius with a thousand helpers” model
    - Guise of a, “team”
  - Stifle criticism – Groupthink prevails
  - Not interested in mentoring or developing employees
  - Halt company innovation and creative thought
  - Launch radical change
  - Feelings of invincibility
  - Controlling
  - Abusive

# Growth Minded Leadership

- Team focused - mentor/development minded
  - Personal humility
  - Disciplined
    - Not giving it – having it
  - Entrepreneurial
  - Inquisitive
  - “There’s only a razor’s edge between self-confidence and hubris.”
  - “[True self confidence] is the courage to be open – to welcome change and new ideas regardless of their source.”
    - --Jack Welch
- Jim Collin’s, *Good to Great*
    - Compared companies with skyrocketing stock returns over peers in same industry that did not
    - Leader of the company was a key factor
      - Not larger than life personalities
        - 2/3 of the peer companies had these
      - Inquisitive, self-effacing
      - Confronted failures head on, openly



# Growth Minded Companies

- What mindset does your company have?
  - Is it a company that believes in:
    - Fixed talent, and worships it
    - That everyone can develop their abilities and provides opportunities to do so
- Above asked of employees and managers at Fortune 500 companies
  - Growth minded companies
    - Employees felt more empowered and committed to the organization
      - “The company values creativity and innovation”
      - “My company has my back”
      - “My company values teamwork”
    - Managers said employees had tremendous potential to rise in the organization
  - Fixed mindset companies
    - Employees had one foot out the door
      - “My company says they value creativity and innovation but someone pays the price for mistakes”
    - Managers did not note employees potential

# Being a Growth Minded Supervisor/Manager

- Choosing personnel
  - Hire growth minded individuals
    - Avoid hiring purely based on, “talent”
    - Choose individuals that have bounced back from failures
    - Ask what making the move to this position will require
      - Listen for the the individual to recognize that continued growth will be required
- Encourage feedback
  - Provide multiple avenues for feedback – provides safety and trust
  - Create ways to foster opposing views and constructive criticism
  - Teach effective feedback techniques
    - Specifics should be used
  - Act on that feedback and explain that feedback is what spurred that change



# Being a Growth Minded Supervisor/Manager

- Be transparent – explain why things are happening
- Avoid micromanagement
- Adjust praise approach – promote learning and future success
  - Praise initiative, perseverance, determination, adjusting based on criticism
- Encourage growth – present yourself as a resource for growth and learning
  - Work together to identify realistic goals and the steps required to reach them
    - Check in with each step

**Magical formula for effectiveness  
as a supervisor/manager**

**Love teaching and learning**

**Open to giving and receiving feedback**

**Ability to confront and surmount obstacles**

# Conclusions

- A growth mindset can be a powerful tool to help propel ourselves into developing healthy, life-long learning habits
- Utilization of a growth mindset can help develop learners, employees and improve relationships with colleagues

