

# THE GROWTH MINDSET GOAL-SETTING BOOKLET

Lower your staff or students fear of failure + skyrocket their willingness to leave their comfort zone by setting mindset-based (neuroscience-supported) goals. Use these three keys to help you create a mindset-based vision.



## Summary

- When we make mistakes, our mind begins to search for new ways to achieve our goals. This develops new connections.
- Celebrating mistakes and embracing failure as necessary for growth helps staff (and clients, students) feel less afraid of leaving their comfort zones and risking failure. This minimizes 'amygdala hijacks' which keep them in fight/flight/freeze
- There is electrochemical activity that ONLY happens when we make a mistake (even if we're not aware it's a mistake). If you're creating something new, it *will* feel like a struggle! Otherwise you're just doing something you already know!

## Examples / Videos

### Watch my YouTube,

[stefaniefayefrank.com/why-mistakes-grow-your-brain/](http://stefaniefayefrank.com/why-mistakes-grow-your-brain/)

### Read Article, "Mistakes Grow Your Brain"

<https://www.youcubed.org/think-it-up/mistakes-grow-brain/>

### Crumpled Reminder

<https://www.mindsetkit.org/topics/celebrate-mistakes/downloadable-activity-ideas>

### **Reflect: (self-reflection increases cross-hemisphere activity which leads to innovation and insight)**

*What is a recent mistake I made? How did I respond? Did I reflect on what I could learn from it, or did I feel angry, blaming, sad?*

*What is a recent mistake a student or staff member made? How did I respond?*

### **Goals for this quarter:**

*I will celebrate mistakes with staff/students this quarter by:*

### **Questions to help me attain this goal:**

*How will I explain the importance of making mistakes?*

*What would prevent me from celebrating mistakes? What could I do get around that?*

## Summary

- Praising effort, strategies, focus, perseverance and process increases engagement, effort, use of new strategies and persistence on challenging tasks – significantly higher than when people are praised for the results or their intelligence
- Praising effort also significantly increases post-failure performance
- Praising effort and process increases self-efficacy because these are skills and behaviors that are always under a person's control.

## Examples/Videos

### Watch my video about comparison:

[stefaniefayefrank.com/highlight-micro-progress-to-build-creative-mindsets/](http://stefaniefayefrank.com/highlight-micro-progress-to-build-creative-mindsets/)

### Process Praise instead of Person Praise

<https://www.mindsetkit.org/topics/praise-process-not-person/dos-donts-of-praise>

### Mindset Verbal Messaging:

<http://schools.nyc.gov/NR/rdonlyres/8EA47553-FEE3-4753-8BFC-D6688FC2D61F/0/GrowthMindsetFeedbackTool.pdf>

### **Reflect: (self-reflection increases cross-hemisphere activity which leads to innovation and insight)**

*When was the last time I specifically praised a staff member for their strategy, process, perseverance or effort? What seemed to be the result of this?*

*What is the danger of only praising effort without guiding others to reflect on new strategies if they are not learning or improving?*

### **Goals for this quarter:**

*I will praise staff for effort, strategy, focus, perseverance this quarter by:*

### **Questions to help me attain this goal:**

*Which activities, feedback, articles, videos could I use in the workplace to encourage a celebration of effort, strategy, focus, perseverance?*

*What would prevent me from praising process? What could I do get around that?*

## Summary

- It's a goal that is motivated both by a chance to benefit the self *and* make life easier for someone else, create a connection to the world beyond the self  
Go to: [perts.net/static/documents/yeager\\_2014.pdf](https://perts.net/static/documents/yeager_2014.pdf)
- e.g., “build bridges to help connect people” rather than “being an engineer”

## Examples for Educators

Reflection Question for staff or students:

What do you think will be more painful?

Failing at something you are trying

-OR- not showing the world what you are capable of?

Ask staff to reflect on ‘two layers out’ in terms of who they are affecting: layer 1 is the people they are directly serving. Layer 2 are the people affected by who they are serving. They can go even further out than that. For example: if they are serving parents (layer 1), those parents are affecting their children (layer 2): have them reflect on layer 3: how their children are interacting with the world at large/other people.

For teachers: Give students assignments and missions. Find ways to help them see how a special quality they have can be used for a task that can serve others. Create a lesson where they need to teach a younger person (penpal or in person)

**Reflect: (self-reflection increases cross-hemisphere activity which leads to innovation and insight)**

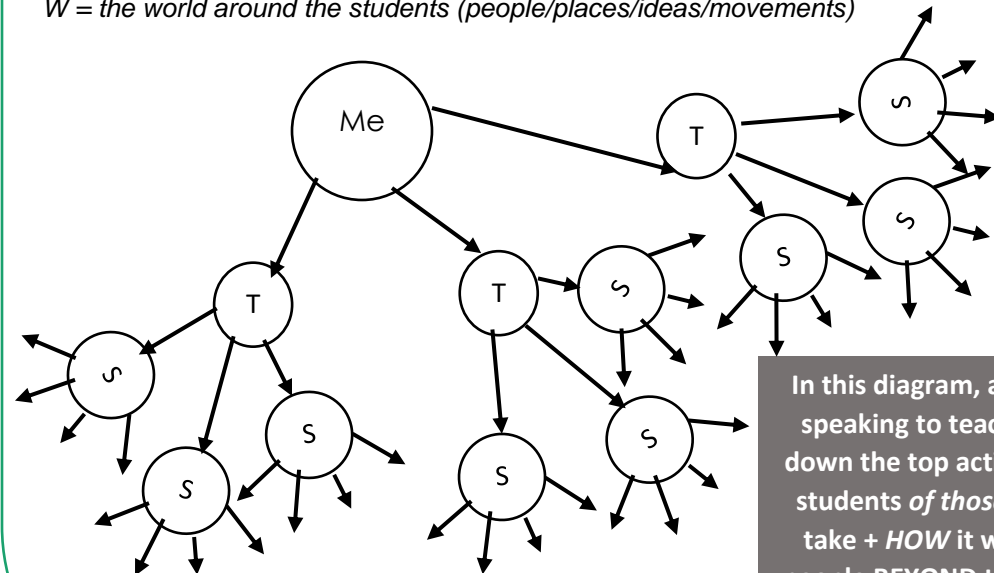
*Simon Sinek says ‘start with why’... I modify this to ‘for whom?’ Who is this for... and then a level deeper than that: who are the people affected by the person I am serving directly? Think about what experience you hope those outer layers to have.  
Try to reflect on Layer 3 (see Examples on the left and diagram below)*

**Diagram I use for myself and with clients/students:**

*‘Self-Transcendent Map’ Eg., When I am presenting to teachers*

*T = Teachers S = Students*

*W = the world around the students (people/places/ideas/movements)*



In this diagram, although I am speaking to teachers, I write down the top action I want the students *of those* teachers to take + *HOW* it will serve the people **BEYOND** those students (Eg., how will graduating college affect - not them - but the people in their community)