



Mindset

The New Psychology of Success

THE SUMMARY IN BRIEF

Every so often a truly groundbreaking idea comes along. World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has discovered a truly profound idea — the power of our mindset.

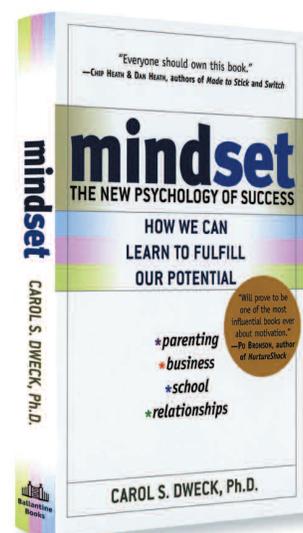
Dweck has found that everyone has one of two basic mindsets. If you have the fixed mindset, you believe that your talents and abilities are set in stone — either you have them or you don't. You must prove yourself over and over, trying to look smart and talented at all costs. This is the path of stagnation, and it often leads to frustration and a lack of achievement.

If you have a growth mindset, however, you know that talents can be developed and that great abilities are built over time. This is the path of opportunity and success. Dweck reveals how creative geniuses in all fields — music, literature, science, sports, business — apply the growth mindset to achieve results. She provides a practical method to allow us to fulfill our own potential.

In *Mindset: The New Psychology of Success*, Dweck makes clear why praising intelligence and ability doesn't foster self-esteem or lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate others and help them improve, as well as reach our own goals — personal and professional. Dweck reveals what all great CEOs, parents, teachers and athletes already know, and shows how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area.

IN THIS SUMMARY, YOU WILL LEARN:

- Why brains and talent don't bring success.
- How brains and talent can stand in the way of success.
- Why praising brains and talent doesn't foster self-esteem.
- How teaching a simple idea about the brain raises productivity.
- How a change of mind is always possible.



by Carol S. Dweck, Ph.D.

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THE COMPLETE SUMMARY: MINDSET

by Carol S. Dweck, Ph.D.

The author: Carol S. Dweck, Ph.D., is a leading researcher in the field of motivation and is the Lewis and Virginia Eaton Professor of Psychology at Stanford. Her research focuses on why people succeed and how to foster their success. She has lectured to business, education, and sports groups all over the world and has been elected to the American Academy of Arts and Sciences. Her work has been prominently featured in such publications as *The New Yorker*, *Newsweek*, *Time*, *The New York Times*, and *The Wall Street Journal*. *Mindset* has been widely acclaimed and translated into 19 languages.

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Introduction

One day, my students sat me down and ordered me to write this book. They wanted people to be able to use our work to make their lives better. It was something I'd wanted to do for a long time, but it became my No. 1 priority.

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'll learn how a simple belief about yourself — a belief we discovered in our research — guides a large part of your life. In fact, it permeates *every* part of your life. Much of what you think of as your personality actually grows out of this “mindset.” Much of what may be preventing you from fulfilling your potential grows out of it. ●

The Mindsets

For 20 years, my research has shown that the view you adopt for yourself profoundly affects the way you live your life. It can determine whether you become the person you want to be and whether you 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 — 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.

Some of us are trained in this mindset from an early age. Even as a child, I was focused on being smart, but the fixed mindset was really stamped in by Mrs. Wilson, my sixth-grade teacher. She believed that people's IQ scores told the whole story of who they were. We were seated around the room in IQ order, and only the highest-IQ students could be trusted to carry the flag, clap the erasers or take a note to the principal. Aside from the daily stomachaches she provoked with her judgmental stance, she was creating a mindset in which everyone in the class had one consuming goal — look smart, don't look dumb. Who cared about or enjoyed learning when our whole being was at stake every time she gave us a test or called on us in class?

I've seen 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



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royal flush when you're secretly worried it's a pair of 10s. 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.

The Growth Mindset

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 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 (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. ●

Inside the Mindsets

When I was a young woman, I wanted a glamorous career, but nothing too hard or risky. And I wanted it all to come to me as validation of who I was.

It would be many years before I was satisfied. I have a great career, but boy, is it a constant challenge. Nothing was easy. So why am I satisfied? I changed my mindset.

I changed it because of my work. One day my doctoral student, Mary Bandura, and I were trying to understand why some students were so caught up in proving their ability, while others could just let go and learn. Suddenly we realized that there were *two* meanings to ability, not one: a fixed ability that needs to be proven, and a changeable ability that can be developed through learning.

That's how the mindsets were born. I knew instantly which one I had. I realized why I'd always been so concerned about mistakes and failures. And I recognized for the first time that I had a choice.

Enter a New World

When you enter a mindset, you enter a new world. In one world — the world of fixed traits — success is about proving you're smart or talented; validating yourself. In the other — the world of changing qualities — it's about stretching yourself to learn something new; developing yourself.

In one world, failure is about having a setback. Getting a bad grade. Losing a tournament. Getting fired. Getting rejected. It means you're not smart or talented. In the other world, failure is about not growing. Not reaching for the things you value. It means you're not fulfilling your potential.

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

You have a choice. Mindsets are just beliefs. They're powerful beliefs, but they're just something in your mind, and you can change your mind. As you read, think about where you'd like to go and which mindset will take you there.

Mindsets Change the Meaning of Effort

Author and *The New Yorker* writer Malcolm Gladwell has suggested that, as a society, we value natural, effortless accomplishment over achievement through effort. We endow our heroes with superhuman abilities that led them inevitably toward greatness. It's as if Midori popped out of the womb fiddling, Michael Jordan dribbling and Picasso doodling. This captures the fixed mindset perfectly, and it's everywhere.

A report from researchers at Duke University sounds an alarm about the anxiety and depression among female undergraduates who aspire to “effortless perfection.” They believe they should display perfect beauty, perfect womanhood and perfect scholarship all without trying (or at least without appearing to try).

Americans aren't the only people who disdain effort. French executive Pierre Chevalier says, “We are not a nation of effort. After all, if you have *savoir-faire*, you do things effortlessly.”

People with the growth mindset, however, believe something very different. For them, even geniuses have to work hard for their achievements. And what's so heroic, they would say, about having a gift? They may appreciate endowment, but they admire effort, for no matter what your ability is, effort is what ignites that ability and turns it into accomplishment. ●

The Truth About Ability and Accomplishment

Thomas Edison was no naïve tinkerer or unworldly egghead. The “Wizard of Menlo Park” was a savvy entrepreneur, fully aware of the commercial potential of his inventions. He also knew how to cozy up to the press — sometimes beating others out as *the* inventor of something because he knew how to publicize himself.

Yes, he 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. Young Tom was taken with experiments and mechanical things (perhaps more avidly than most), but machines and technology were part of the ordinary midwestern boy’s experience.

What eventually set him apart was his mindset and drive. He never stopped being the curious, tinkering boy looking for new challenges. Long after other young men had taken up their roles in society, he rode the rails from city to city learning everything he could about telegraphy, and working his way up the ladder of telegraphers through nonstop self-education and invention. And later, much to the disappointment of his wives, his consuming love remained self-improvement and invention, but only in his field.

The Myth of the Lone, Brilliant Person

There are many myths about ability and achievement, especially about the lone, brilliant person suddenly producing amazing things.

Yet Charles Darwin’s masterwork, *The Origin of Species*, took years of teamwork in the field, hundreds of discussions with colleagues and mentors, several preliminary drafts and half a lifetime of dedication before it reached fruition.

Mozart labored for more than 10 years until he produced any of the work we admire today. Before then, his compositions were not that original or interesting. Actually, they were often patched-together chunks taken from other composers.

The Fixed Mindset Limits Achievement

The fixed mindset limits achievement. It fills people’s minds with interfering thoughts, it makes effort disagreeable and it leads to inferior learning strategies. What’s more, it makes other people into judges instead of allies. Whether we’re talking about Darwin or college students, important achievements require a clear focus, all-out effort, a bottomless trunk of strategies, and allies in learning. This is what the growth mindset gives people, and that’s why it helps their abilities grow and bear fruit. ●

Sports: The Mindset of a Champion

Character is what allows you to reach the top *and stay there*. Darryl Strawberry, Mike Tyson and Martina Hingis reached the top, but they didn’t stay there. Isn’t that because they had all kinds of personal problems and injuries? Yes, but so have many other champions. Ben Hogan was hit by a bus and was physically destroyed, but he made it back to the top.

“I believe ability can get you to the top,” said basketball coach John Wooden, “but it takes character to keep you there. It’s so easy to ... begin thinking you can just ‘turn it on’ automatically, without proper preparation. It takes real character to keep working as hard or even harder once you’re there. When you read about an athlete or team that wins over and over and over, remind yourself, ‘More than ability, they have character.’”

Staying On Top

Let’s take an even deeper look at what character means and how the growth mindset creates it. Stuart Biddle and his colleagues measured adolescents’ and young adults’ mindsets about athletic ability. Those with the fixed mindset were the people who believed that:

- “You have a certain level of ability in sports and you cannot really do much to change that level.”
- “To be good at sports you need to be naturally gifted.”

In contrast, the people with the growth mindset agreed that:

- “How good you are at sports will always improve if you work harder at it.”
- “To be successful in sports, you really need to learn techniques and skills, and practice them regularly.”

Those with the growth mindset were the ones who showed the most character or heart. They were the ones who had the minds of champions. What do I mean? Let’s look at the findings from these sports researchers and see.

What Is Success?

Finding #1: Those with the growth mindset found success in doing their best, in learning and improving. And this is exactly what we find in the champions.

This idea — that personal success is when you work your hardest to become your best — was central to Wooden’s life. In fact, he said, “There were many, many great games that gave me as much pleasure as any of the 10 national championship games we won, simply

because we prepared fully and played near our highest level of ability.”

What Is Failure?

Finding #2: Those with the growth mindset found setbacks motivating. They’re informative. They’re a wake-up call.

Only once did Jordan try to coast. It was the year he returned to the Bulls after his stint in baseball, and he learned his lesson. The Bulls were eliminated in the playoffs. “You can’t leave and think you can come back and dominate this game. I will be physically and mentally prepared from now on,” Jordan said. The Bulls won the NBA title in each of the next three years.

Taking Charge of Success

Finding #3: People with the growth mindset in sports took charge of the processes that bring success — and that maintain it.

How come Jordan’s skill didn’t seem to decline with age? He did lose some stamina and agility with age, but to compensate, he worked even harder on conditioning and on his moves, like the turnaround jump shot and his celebrated fallaway jumper. He came into the league as a slam-dunker and he left as the most complete player ever to grace the game. ●

Business: Mindset and Leadership

Fixed and Growth Mindset Leaders in Action

The fixed mindset feels so stifling. Even when fixed-mindset leaders are globe-trotting and hobnobbing with world figures, their world seems so small because their minds are always on one thing: *Validate me!*

When fixed-mindset bosses judge people or mete out humiliation, a change comes over a place. Everything starts revolving around pleasing the boss. In *Good to Great*, author Jim Collins notes that in many of his comparison companies (the ones that didn’t go from good to great or that went there and declined again), the leader became the main thing people worried about. “The minute a leader allows himself to become the primary reality, you have a recipe for mediocrity, or worse.”

When bosses become controlling or abusive, they put everyone into a fixed mindset. This means that instead of learning, growing and moving the company forward, everyone starts worrying about being judged. It starts with the bosses’ worry about being judged, but it winds up being everybody’s fear about being judged. It’s hard for courage and innovation to survive a company-wide fixed mindset.

When you enter the world of the growth-mindset leaders, everything changes. It brightens, it expands, it fills with energy and possibility. You think, *Gee, that seems like fun!* It has never entered my mind to lead a corporation, but when I learned about what these leaders had done, it sounded like the most exciting thing in the world. Growth-mindset leaders start with a belief in human potential and development — both their own and other people’s. Instead of using the company as a vehicle for their greatness, they use it as an engine of growth — for themselves, the employees, and the company as a whole.

Corporate Training: Are Managers Born or Made?

Millions of dollars and thousands of hours are spent each year trying to teach leaders and managers how to coach their employees and give them effective feedback. Yet much of this training is ineffective, and many leaders and managers remain poor coaches. Is that because they can’t be trained? No, that’s not the reason.

Studies by Peter Heslin, Don VandeWalle and Gary Latham show that many managers do not believe in personal change. These fixed-mindset managers simply look for existing talent — they judge employees as competent or incompetent at the start and that’s that. They do relatively little development coaching and when employees do improve, they may fail to take notice, remaining stuck in their initial impression. What’s more, they are far less likely to seek or accept critical feedback from their employees.

Managers with a growth mindset think it’s nice to have talent, but that’s just the starting point. These managers are more committed to their employees’ development and to their own. They give a great deal more developmental coaching advice, they notice improvement in employees’ performance and they welcome critiques from their employees.

Are Leaders Born or Made?

When Warren Bennis interviewed great leaders, “They all agreed leaders are made, not born, and made more by themselves than by any external means.” Bennis concurred: “I believe ... that everyone, of whatever age and circumstance, is capable of self-transformation.” Not that everyone *will* become a leader. Sadly, most managers and even CEOs become bosses, not leaders. They wield power instead of transforming themselves, their workers and their organizations.

Why is this? Authors John Zenger and Joseph Folkman point out that most people, when they first

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become managers, enter a period of great learning. They get lots of training and coaching, they are open to ideas, and they think long and hard about how to do their jobs. They are looking to develop. But once they've learned the basics, they stop trying to improve. It may seem like too much trouble, or they may not see where improvement will take them. They are content to do their jobs rather than making themselves into leaders.

Or, as leadership expert Morgan McCall argues, many organizations believe in natural talent and don't look for people with the *potential* to develop. Not only are these organizations missing out on a big pool of possible leaders, but their beliefs in natural talent might actually squash the very people they think are the naturals, making them into arrogant, defensive nonlearners. The lesson is: Create an organization that prizes the development of ability — and watch the leaders emerge. ●

Relationships: Mindsets in Love (Or Not)

It had to be a person with the fixed mindset who coined the phrase “Revenge is sweet” — the idea that with revenge comes your redemption — because people with the growth mindset have little taste for it. The stories they tell about rejection are every bit as wrenching, but their reactions couldn't have been more different.

For them, it was about understanding, forgiving and moving on. Although they were often deeply hurt by what happened, they wanted to learn from it. One man said, “That relationship and how it ended really taught me the importance of communicating. I used to think love conquers all, but now I know it needs a lot of help.”

For people with the growth mindset, the No. 1 goal was forgiveness. As one woman said: “I'm no saint, but I knew for my own peace of mind that I had to forgive and forget. He hurt me but I had a whole life waiting for me and I'll be damned if I was going to live it in the past. One day I just said, ‘Good luck to him and good luck to me.’”

Because of their growth mindset, these individuals did not feel permanently branded. Because of it, they tried to learn something useful about themselves and relationships, something they could use toward having a better experience in the future. And they knew how to move on and embrace the future.

Relationships Are Different

In his study of gifted people, Benjamin Bloom included concert pianists, sculptors, Olympic swimmers, tennis

players, mathematicians, and research neurologists. But not people who were gifted in interpersonal relationships. He planned to. After all, there are so many professions in which interpersonal skills play a key role — teachers, psychologists, administrators, diplomats. But no matter how hard Bloom tried, he couldn't find any agreed-upon way of measuring social ability.

Sometimes we're not even sure it's an ability. When we see people with outstanding interpersonal skills, we don't really think of them as gifted. We think of them as cool or charming people. When we see a great marriage relationship, we don't say these people are brilliant relationship makers. We say they're fine people.

Maybe that's why Daniel Goleman's *Emotional Intelligence* struck such a responsive chord. It said: There are social-emotional skills and I can tell you what they are.

Mindsets add another dimension. They help us understand even more about why people often don't learn the skills they need or use the skills they have. Why people throw themselves so hopefully into new relationships, only to undermine themselves. Why love often turns into a battlefield where the carnage is staggering. And, most important, they help us understand why some people are able to build lasting and satisfying relationships. ●

Parents, Teachers and Coaches: Where Do Mindsets Come From?

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 and 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

It's remarkable how sensitive children are to these messages and how concerned they are about them. 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?”

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- “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 one 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.”

How do I know this? For a long time, I was thinking about all the praise parents were lavishing on their kids in the hope of encouraging confidence and achievement? You’re so smart. You’re so talented. You’re such a natural athlete. And I thought, wait a minute. Isn’t it the kids with the fixed mindset — the vulnerable kids — who are obsessed with this? Wouldn’t harping on intelligence or talent make kids — all kids — even more obsessed with it?

That’s why we set out to study this. After eight experiments with hundreds of children, we had some of the clearest findings I’ve ever seen: Praising children’s intelligence harms their motivation and performance. How can that be? Don’t children love to be praised?

Yes, children love praise. And they especially love to be praised for their intelligence and talent. It really does give them a boost, a special glow—but only for the moment. The minute they hit a snag, their confidence goes out the window and their motivation hits rock bottom. If success meant they were smart, then failure meant they were dumb. That’s the fixed mindset.

Sending Messages About Process and Growth

So what’s the alternative to praising talent or intelligence? Should we not praise our children enthusiastically when they do something great? Should we try to restrain our admiration for their successes? Not at all. We should keep away from a certain kind of praise — praise that judges their intelligence or talent, or that implies that we’re proud of them for their intelligence or talent rather than for the work they put in.

We can praise 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 admires and appreciates their efforts and choices:

- “That homework was so long and involved. I really admire the way you concentrated and finished it.”
- “That picture has so many beautiful colors. Tell me about them.”

- “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?”

I was excited to learn recently that Haim Ginott, through his lifelong work with children, came to the same conclusion. He writes, “Praise should deal, not with the child’s personality attributes, but with his efforts and achievements.”

One more thing about praise. When we say to children, “Wow you did that so quickly!” or “Look, you didn’t make any mistakes!” what message are we sending? We are telling them that what we prize are speed and perfection. Speed and perfection are the enemy of difficult learning: “If you think I’m smart when I’m fast and perfect, I’d better not take on anything challenging.” So what should we say when a child completes a task — say, math problems — quickly and perfectly? Should we deny them the praise they have earned? Yes. When this happens, I say “Whoops. I guess that was too easy. I apologize for wasting your time. Let’s do something you can really learn from!”

Our Legacy

As parents, teachers and coaches, we are entrusted with people’s lives. They are our responsibility and our legacy. We now know that the growth mindset has a key role to play in helping *us* fulfill our mission and in helping *them* fulfill their potential. ●

Changing Mindsets: A Workshop

The growth mindset is based on the belief in change, and the most gratifying part of my work is watching people change. Nothing is better than seeing people find their way to things they value. Studies have shown that when managers are taught a growth mindset they become more effective; when students are taught a growth mindset their achievement rises; and when people in general are taught a growth mindset they take on more challenges, they are more persistent in overcoming obstacles and they accomplish more.

Many people with the fixed mindset think the *world* needs to change, not them. They feel entitled to something better — a better job, house or spouse. The world should recognize their special qualities and treat them accordingly. Imagine yourself in this situation.

The Dilemma. “Here I am,” you think, “in this low-level job. It’s demeaning. With my talent I shouldn’t

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have to work like this. I should be up there with the big boys, enjoying the good life.” Your boss thinks you have a bad attitude. When she needs someone to take on more responsibilities, she doesn’t turn to you. When it’s time to give out promotions, she doesn’t include you.

The Fixed-Mindset Reaction. “She’s threatened by me,” you say bitterly. Your fixed mindset is telling you that, because of who you are, you should automatically be thrust into the upper levels of the business. In your mind, people should see your talents and reward you. When they don’t, it’s not fair. Why should *you* change? You just want your due.

But putting yourself in a growth mindset, what are some new ways you could think and some steps you could take? For example, what are some new ways you could think about effort and learning? How could you act on this new thinking in your work?

Well, you could consider working harder and being more helpful to people at work. You could use your time to learn more about the business you’re in instead of bellyaching about your low status. Let’s see how this might look:

The Growth-Mindset Step. But first, let’s be clear. For a long time, it’s frightening to think of giving up the idea of being superior. An ordinary, run-of-the-mill human being isn’t what you want to be. How could you feel good about yourself if you’re no more valuable than the people you look down on?

You begin to consider the idea that some people stand out because of their commitment and effort. Little by little you try putting more effort into things and seeing if you get more of the rewards you wanted. You do.

Although you can slowly accept the idea that effort might be *necessary*, you still can’t accept that it’s no guarantee. It’s enough of an 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 the 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 the 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. Learning the nuts and bolts of the company could later give you a big advantage. All of our top growth-mindset CEOs knew their companies from top to bottom.

A New Source of Satisfaction

Instead of seeing your discussions with your colleagues as 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 a more growth-minded person, you’re amazed at how people start to help and support you. They no longer seem like adversaries out to deny you what you deserve. They’re more and more often collaborators toward a common goal. It’s interesting. You started out wanting to change other people’s behavior — and you did.

In the end, many people with the fixed mindset understand that their cloak of specialness was really a suit of armor they built to feel safe, strong and worthy. While it may have protected them early on, later it constricted their growth, sent them into self-defeating battles and cut them off from satisfying, mutual relationships.

The Road Ahead

Change can be tough, but I’ve never heard anyone say it wasn’t worth it. Maybe they’re just rationalizing, the way people who’ve gone through a painful initiation say it was worth it. But people who’ve changed can tell you how their lives have been enhanced. They can tell you about things they have now that they wouldn’t have had, and ways they feel now that they wouldn’t have felt.

Did changing to a growth mindset solve all my problems? No. But I know that I have a different life because of it — a richer one. And that I’m a more alive, courageous and open person because of it.

It’s for you to decide whether change is right for you now. Maybe it is, maybe it isn’t. But either way, keep the growth mindset in your thoughts. Then, when you bump up against obstacles, you can turn to it. It will always be there for you, showing you a path into the future. ●

RECOMMENDED READING LIST

If you liked *Mindset*, you’ll also like:

1. **Mojo by Marshall Goldsmith.** In his follow up to *What Got You Here Won’t Get You There*, top executive coach Marshall Goldsmith lays out the ways that we can get — and keep — our mojo.
2. **Drive: The Surprising Truth About What Motivates Us by Daniel H. Pink.** In *Drive*, Daniel Pink examines the three elements of true motivation: autonomy, mastery, and purpose.
3. **Talent is Never Enough by John C. Maxwell.** Maxwell asserts that talent is often misunderstood and overrated. To combat this, he suggests that people build their strengths and become a “Talent-plus person.”