Coaching for Growth Mindset

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Objectives

- Explore how we learn, adapt, & grow
- Introduce mindset and how it affects our learning
- Discuss how to cultivate a growth mindset
- Highlight the importance of the leader as coach
- Practice coaching for a growth mindset
The Learning Journey

- Think of a time when you were in the process of learning something new or trying something different.

- Share how you felt in that moment, the thoughts you had, and the things you were doing.
The Learning Journey

Attributed to Noel Burch

Unconsciously Unskilled

Consciously Unskilled

Consciously Skilled

Unconsciously Skilled
Working Definitions

- **Mindset:** The beliefs you hold about yourself, your make-up, and your abilities. A way of thinking.

- **Growth Mindset:** Mindset or attitude where people believe that their most basic abilities can be developed through dedication and hard work. Brains and talent are just the starting point.

- **Coaching:** Partnering with coachees in a thought-provoking and creative process that inspires them to maximize their professional potential.

- **Coaching for a Growth Mindset:** Facilitating positive change by improving a coachee’s metacognition.
“Failure is an opportunity to grow”
GROWTH MINDSET

“I can learn to do anything I want”
“Challenges help me to grow”
“My effort and attitude determine my abilities”
“Feedback is constructive”
“I am inspired by the success of others”

“I like to try new things”

“Failure is the limit of my abilities”
FIXED MINDSET

“I’m either good at it or I’m not”
“My abilities are unchanging”
“I don’t like to be challenged”
“My potential is predetermined”
“When I’m frustrated, I give up”

“Feedback and criticism are personal”
“I stick to what I know”
Everyone should own this book.
—Chip Heath & Dan Heath, authors of Made to Stick and Switch

mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

parenting
business
school
relationships

CAROL S. DWECK, Ph.D.
win because we are a winner then when it must make us winner."

- Josh Waitzkin
Does the mindset of employees matter?

What are the implications of the leader’s mindset?
What does it take to cultivate something?
Priorities
Regarded as more important

Habits
Routine of behaviors repeated regularly & unconsciously

Systems
A set of interacting parts forming a whole
Breakout Groups

Priorities: Groups 1-3
Habits: Groups 4-6
Systems: Groups 7 & Higher

Directions:
- Once in your groups, open the link to the google document.
- Have a discussion about your assigned area based on your group assignment.
- Select one person to record your responses in the appropriate box in the google document.
- You have 10 minutes.
Break
The TAPS Model®

- Counselor
- Coach
- Consultant
- Mentor/Trainer

Problem

Ask

Solution

Tell
“They don’t care how much you know unless they know how much you care.”

-Pat Summitt
New Things Challenge Our Brains

Source: Neuroleadership Institute, 2019
The SCARF Model

- **Away Threat**: Threat is Stronger
- **Toward Reward**: Reward is Better

- **Status Certainty**
- **Autonomy Relatedness Fairness**
The SCARF Model

- **STATUS** Relates to how we perceive our position in relation to others. We have a relationship with such as our boss, peers, direct reports, friends, and family. It can include job titles, public and private forms of recognition or criticism, salary, and any other aspects associated with status.

- **CERTAINTY** Relates to how sure we feel about events, people, or situations that affect us. The higher the level of uncertainty, the more likely a threat state will be created.

- **AUTONOMY** Relates to the level of control we have over the decisions that affect us. The more autonomous we feel, the more engaged, confident, and satisfied we tend to be.

- **RELATEDNESS** Concerns the quality of our relationships with others or our sense of belonging. Generally speaking, people like to feel “part of the group”.

- **FAIRNESS** Relates to our sense of justice and right and wrong. Our perception of whether we have been dealt with fairly can motivate and keep us engaged or it can move us towards a threat state where we are more likely to respond in a defensive way.
Choose Where to Focus

- Vision
- Planning
- Detail
- Problem
- Drama
Good Questions Activate Growth Mindset

▶ What did you learn from this?
▶ What did you learn today?
▶ What mistake did you make today that taught you something?
▶ What did you try hard at today?
▶ What steps can you take to help you succeed?
▶ Do you know the outcome or goal you’re after?
▶ What information can you gather? And from where?
▶ Where can you get constructive feedback?
▶ If you had a plan to be successful at [blank], what might it look like?
▶ Is your current learning strategy working? If not, how can you change it?
▶ What habits must you develop to continue the gains you’ve achieved?
▶ How can I help?
“Before you can coach others, first you must learn to coach yourself.”

-Johan Cruyff
The Power of “Yet”

Dec. 9, 2020 at 4:39 p.m. MST

Elon Musk’s Starship launches successfully but lands hard, explodes in what SpaceX calls ‘an awesome test’
The Power of “Yet”

- I can’t do this...yet
- I’m not good at this...yet
- I don’t understand this...yet
- It doesn’t work...yet
- This doesn’t make sense...yet
Coaching for a Growth Mindset

Coachee:
Identify a goal that you’re currently having trouble accomplishing, or an area of your life where you might be frustrated or feeling stagnate, stuck, or overwhelmed.

Coach:
Using mostly questions, support the coachee in assessing their issue with a growth mindset. One that puts them in a state of possibility where they are able to consider steps they might take to improve their situation.