



GROWTH MINDSET

IN THE WORKPLACE

Introduction

The purpose of this guide is to help you prepare to facilitate the instructor-led session as part of the orientation training for Acme Corp New Hires. It is expected that facilitators will be delivering this content in person.

The reason for this training is to provide tools to help drive innovation and to build a positive and more inclusive work culture. This series focuses on the essential competencies that Acme Corp professionals need to deliver core services efficiently and effectively.

The competencies are:

- **Positive moral**
- **Community building**
- **Growth Mindset**
- **Self reflection**

The Program

From time to time you will ask learners to pause and consider how particular concepts apply to their role. For classroom delivery, these can be modified to serve as topics for discussion, as needed.

Course Materials

1. **[Participant Guide](#)** – each learner will be provided with a single-volume guide divided into sections for the lesson. Each section contains specific examples and expands on information presented in the lesson. Space is provided for notes and completion of the exercises. The guide also refers the learner to visit the [Resource Library](#) for further reading and reference materials on the various topics covered in each competency (see below).
2. **[Slide Deck](#)** – A PowerPoint presentation for classroom use. The slide deck should be modified to meet the needs of each class.

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3. [Resource Library](#) – a curated set of journal articles, website links, videos, blogs and information about professional organizations for learners to use to further explore the topics presented. The Resource Library will continue to evolve, so learners should be encouraged to refer to it often.
4. **Physical Materials** - Index cards, pencils, paper, envelopes
5. **Technology** - Participants can bring laptops or cellphone to do the letter writing activity at the end of the course or they can use the materials provided.

In Class Presentation

There are several activities one can perform in a classroom setting to facilitate knowledge retention. Notes for each lesson will include suggestions for ways to engage participants. Look for prompts for these suggestions:

Discuss/Ask – interact with the class. Elicit verbal responses.

Flip chart – interact with the class. Write on the flip chart paper/whiteboard or have participants write on the flip chart.

Gallery Walk - Having learners walk around to different sections of the room where concepts, images, or questions are posted. Learners will leave their own remarks on each section and reflect as a whole class.

Each lesson should be tailored with examples and activities that are meaningful to each audience. We recommend interacting with your audience as much as possible early in each lesson to get a better understanding of the audience. To maximize effectiveness, presentation of the content should also be tailored to the facilitator as he or she gains experience delivering the program. This guide will offer some initial suggestions. We recommend that facilitators update and personalize this guide after each presentation.

Trainers Notes:

Keep the following tips in mind when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1. Adults learn when they feel they need to.

Illustrate ways your training will help participants improve job performance by tying the concepts learned back to their jobs.

2. Adults learn by doing.

Use the exercises found in this Facilitator's Guide, or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the PowerPoints, for your participants to take back to their jobs for continued and reinforced learning.

3. Adults learn by solving realistic problems.

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4. Adults learn in an informal environment.

Design your training room to be as informal as possible. Avoid classroom-style seating (arrange learners in groups at round tables, if possible). If appropriate, encourage training participants to wear casual clothing.

Encourage discussion and interaction to make participants feel more comfortable. For questions and discussion topics better addressed at another time, designate a “parking lot” on a board or flip chart. Note questions or discussion topics there. Ensure you have addressed each note by the end of the day.

5. Adults learn by different training methods.

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6. Trainers learn by follow-up methods.

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants’ manager; follow-up surveys or training sessions; three-, six-, and nine month skill-testing sessions; etc., can help you evaluate the information being used on the job site.

Fixed Mindset Scenario

Jose wants to make the basketball team. He has spent 15 hours each week this summer practicing free throws and playing in pick-up games in his neighborhood. When school starts, the coach allows him to try out, and then tells him that he didn’t make the team. Jose is very disappointed and tells his family, “I’m no good at basketball. No matter how hard I work, I will never make the team.” His father responds, “I was never any good at it either; it must be genetic.”

Growth Mindset Scenario

Tyrone likes to write and has just received peer feedback about his latest story from his writing group. They like his story, but are confused about the ending—some things just didn’t make sense. Tyrone asks them a few questions to get more information, and then develops a plan to revise his story to make it better.



Day 1 | Growth Mindset in the Workplace

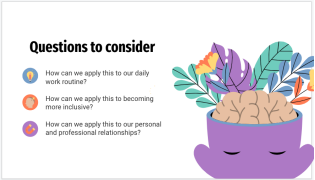
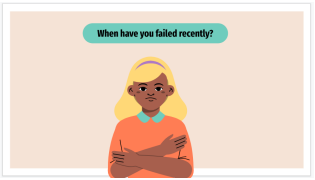
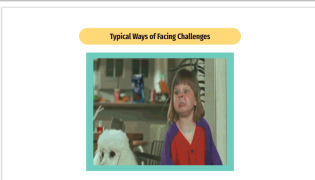
Time: 45-60 minutes

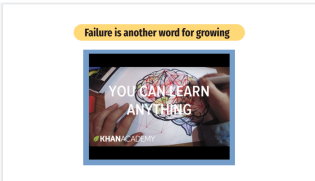
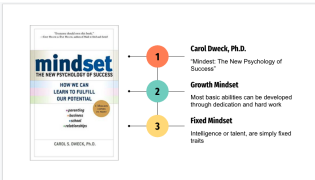
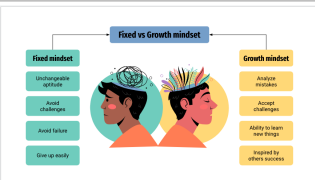
As this lesson will serve as the introduction to a wellbeing program, Acme Corp Media Foundations begins with some general information about what a growth mindset is. It will then turn to a deeper dive on practical ways this can be implemented into the learners' work place.

This lesson will ask learners to demonstrate awareness of a fixed mindset and a growth mindset, describe the impact of internal and external policies, exercise effective communication and teamwork, and model overall effective leadership behavior at work.

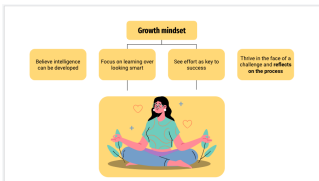
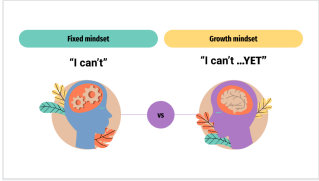
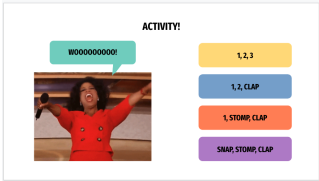
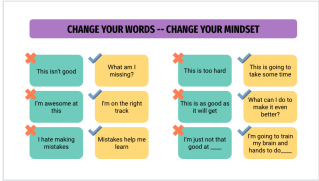
By the end of this lesson, learners will be able to:

- Compare and contrast a fixed mindset vs. a growth mindset
- Create a list of phrases they typically say to themselves when they face challenges and rewrite them using growth mindset terminology
- Write a motivational letter to their future self reframing personal challenges with a growth mindset
- Vocalize positive vocabulary when they make a mistake through participating in an instructor led activity

SLIDE	NOTES	ACTIVITY
1 	Welcome Message. Describe the purpose of the lessons. Introduce yourself and discuss your background as needed.	na
2  Questions to consider - How can we apply this to our daily work routine? - How can we apply this to becoming more inclusive? - How can we apply this to our personal and professional relationships?	Present guiding questions. Introducing that a growth mindset can start at work but stretch into personal relationships as well as individuals who are trying to build a more equitable and inclusive environment by being self reflective of mistakes in conversations when dealing with issues such as race, gender, and privilege.	na
3 	Warm Up. Have participants think of a time in their life when they have failed at something and how they coped with that failure. Share a personal experience of your own to get things started.	Writing Learners have the option to write about their experience in their participants packet for a few minutes then share their experiences. Participant Guide (page 5) OPTIONAL: Icebreaker Feel free to change this activity to “Two Truths and a Lie” - and have folks list 3 times they failed having only one be true. see Appendix A
4 	Introduction to Failure A sample script: <i>“Failure is inevitable in life, we can’t change it. However, we can change the way we react to the failure”.</i> Animation 1	na

		<i>"We can react this way..."</i> Animation 2 <i>"Like this..."</i> Animation 3 <i>"We can quit..."</i> Animation 4 <i>"Or..."</i> Animation 5 <i>"We can embrace our failure..."</i> <i>(transition to next slide)</i>	
5		<i>"We can grow from our mistakes"</i>	Play Video
6		Introduce the creator of the concept of Growth Mindset -- Carol Dweck, Ph.D. and her book "Mindset: The New Psychology of Success" Introduce the definitions of a growth mindset and fixed mindset by sharing a personal anecdote of a time you overcame a difficult situation.	na
7		Sample Script: <i>A fixed mindset is more than not believing we can do something. It's avoiding challenges altogether, it's being afraid of failure. It's believing, before we even try, "why bother, I won't be able to do it anyways"</i> <i>Frida Kahlo did not come out of the womb a famous painter. She had to work at it. We did not land on the moon right off the bat. There was a whole process of trial and error.</i>	Writing Learners can write down any characteristics that speak to them personally in the Participant Guide (page 6) as the presenter is going through the slides.

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8		Sample Script: When we have a fixed mindset we can become wrapped up in the image of looking smart, or being an expert in what we do.	Learners continue to take notes
9		Sample Script: <i>But to be an expert, we need to value learning over who we are perceived to be. We honor our mistakes. We are self reflective and reactionary. We ask ourselves with curiosity, "Hmmm, I wonder where I went wrong?"</i>	Learners continue to take notes
10		State that having a growth mindset is as simple as changing our words and reveal the slide.	na
11		Introduce the activity by selecting someone to demonstrate the steps. At the end of the activity, have the learners sit next to their partner.	ACTIVITY: Whole Group Use the “I Failed!” activity to get the learners involved in the training. See Appendix A The directions for this activity are in the Participant Guide (Page 7) for learners to us.
12		Display only the green cards. Learners can work with the same partner from the previous activity.	ACTIVITY: Partner Work Give the learners 5 minutes to work with a partner to rephrase the fixed mindset phrases into growth mindset phrases. Ask for volunteers to share what they came up with as you reveal each phrase.

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13	Write your future self a letter! https://www.futureme.org/	Learners can either write an email to themselves using, Futureme.org, or they can write out an actual letter to themselves using the Participant Guide. They can also use the Participant Guide to take notes before typing their email.	ACTIVITY: Independent Learners will have the opportunity to write their future selves a letter of encouragement. They will write a letter giving themselves a pep talk reminding themselves to keep a growth mindset.
14	Participant Guide Resources	While learners are working on their letters, present the last slide as a resource and email it to the group so they can access the resource library linked in this slide.	na
15	Thank You! © 2020 Growth Mindset Institute. All rights reserved. This presentation was made by using SlidesGo.	Credit to the company as well as any other contact information the facilitator wants to provide. Keep the “Slides.Go” link in the last slide for copyright reasons.	Optional Closing Activity If there is time, feel free to do the “Rapid Fire Take-Away” activity. See <u>Appendix A</u> Materials: pencils and index cards



Appendix A

Two Truths and a Lie Icebreaker

Duration: 15 minutes

Group Size: Ideal for 10-15. Divide larger groups.

Materials Needed: None

Instructions: Tell the group that each person will introduce him- or herself by stating two truths about their life and one lie. The rest of the participants will guess which statement is the lie.

Example: Hi, I'm Jordan. I accidentally set the lab on fire in high school, I talked to Robert Downey, Jr in an airport coffee shop, and I play three instruments.

I FAILED!

Duration: 15 minutes

Group Size: Any size

Materials Needed: None

Instructions:

1. Learners partner up with one other person and stand somewhere in the classroom away from other groups
2. **Round One:** Partners will take turns counting to three. The first person will count 1, the second person will count 2, and the first person will count 3. They will repeat having the second person starting count over by saying 1.
3. **Round Two:** Partners will continue the count, except this time they will replace count 3 with a clap of the hands.
4. **Round Three:** Partners will continue the count, except this time they will replace count 2 with a stomp of the foot and 3 with a clap of the hands.
5. **Round Four:** Partners will continue the count, except this time they will replace count 1 with a snap, count 2 with a stomp of the foot, and 3 with a clap of the hands.
6. If at any time during the game someone fails, or makes a mistake, they are encouraged to shout out loud, "I FAILED!" or "WOOOOOOOO!"

Rapid Fire Key Takeaway Activity

Goal:

- To elicit and summarize the information the class determines to be “key takeaways”.

Materials:

- 3 x 5 index cards

Instructions:

1. Hand out one index card to each participant.
2. Each participant should write their initials on their card.
3. Have each participant write their number one key takeaway from the day on their card.
4. Collect all the cards, shuffle, and hand out a card to each participant.
5. Participants should check initials and make sure they do not receive their own card.
6. Depending on the number of participants and class time remaining, have the participants stand up and approach a number of their classmates.
7. Each pair should briefly discuss and determine which the more important takeaway is and mark that card with a hash mark.
8. Collect the cards. Select the cards with the most hash marks and write those takeaways on the board.
9. Reconvene the class to review and discuss the top takeaways as determined by the participants.

NOTES

[illegible]