Cultivating a Growth Mindset

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Objectives

- Describe core principles associated with a growth versus a fixed mindset
- Compose questions which can be used in an interview to identify candidates with a growth mindset
- Edit feedback phrases to move from praise to growth
- Practice coaching using the four-stage R2C2 evidence and theory based facilitated reflective performance feedback model

Disclosure

- None of the speakers have any conflicts of interest to disclose.

Mindset Self-Assessment

Regarding intelligence, what percentage is effort and what percentage is ability

Personal Assessment

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<tr>
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<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>I believe IQ</td>
<td>is innate</td>
<td>can be cultivated</td>
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<tr>
<td>When faced with a challenge</td>
<td>I feel anxious</td>
<td>I feel invigorated</td>
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<tr>
<td>When pushed to the edge of my ability</td>
<td>avoid these situations at all cost</td>
<td>actively seek these opportunities</td>
</tr>
<tr>
<td>I feel encouraged when I receive praise for ability</td>
<td>Praise for ability</td>
<td>Praise for effort</td>
</tr>
<tr>
<td>When others succeed</td>
<td>I feel threatened</td>
<td>I feel inspired</td>
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Growth Mindset = The Brain is a Growth Organ

Why Mindset is Important

• Impacts what I think I and others can do.
  - Effects decisions related to learning and attitudes about failure and challenges
  - How much effort I extend and what I do when what I am doing doesn’t work
• Helps us look for trainees with a growth mindset.
• Turns us into educators that cultivate a growth mindset
• Facilitates growth and improvement

Characteristics of Mindsets

Think of someone with a Fixed Mindset and of someone with a Growth Mindset. What characteristics, personality traits, and/or habits do they practice that cause you to see them as either Fixed or Growth?

<table>
<thead>
<tr>
<th>Fixed</th>
<th>Growth</th>
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Four Key Components of Mindset

• How one acts and behaves when working towards a specific goal (goal orientation)
• Response to failure or challenges
• Whether I believe effort will make a difference
• What I do if I don’t succeed

Mastery Goal Orientation: I want to learn for the sake of mastery vs. “Do whatever it takes to look smart, not dumb.” Trainees will not suggest answers unless they are sure they are correct.

Attribution Theory: It’s in my control and I can do this.

vs. learned helplessness – “That’s just the way I am.” or “I didn’t do well because I was never oriented to this rotation.”

Effort = Success “I love a challenge.”

vs. I don’t need to work on communication skills (or study for my board examination) because I am already a great communicator (doctor).
Effort = Success
I will use effort to overcome difficulty

G.R.I.T.
GUTS, RESILIENCE, INITIATIVE, TENACITY

Grit is like living life as a marathon and not a sprint – Angela Duckworth

Response to Failure:
Opportunity to Grow by Trying a Different Strategy

First Attempt In Learning
My Favourite MISTAKES
Means
I want to acquire knowledge, experience, skills

I’ve read and read and read on this rotation and I will never please my attending. (So why should I try anymore?)

Improving the Accuracy of Self-Reflection

And loving who you are anyway

The Subjectivity of Interview Season

Great Knowledge and Skills ≠ Great Fit for your Program

Hiring for Attitude by Mark Murphy

THE ICEBERG
KNOWLEDGE & SKILLS
ATTITUDE
Top 5 reasons individuals perform poorly?

- Does not like to be challenged.
- Seeks praise for being smart. If others succeed then the individual feels threatened. Frequently gives up with hard tasks. Does not take the hardest/complicated/difficult patients on the team. Does not offer answers to questions unless knows he or she is correct. Blames others for failures. Takes feedback, criticism personally. Doesn’t attempt to change or improve.
- Likes to be challenged. Perserves even with difficult tasks. If others succeed, he or she is inspired. Requests the hardest, most complicated and difficult patients on the team. Speaks up even if he or she does not know the right answers. Believes knowledge and skills can be developed with hard work. Likes to try new things and isn’t afraid of failure. Seeks opportunities to grow and change. Sees failure as a chance to grow. Sees feedback as an opportunity to develop.

Implementation of Growth Mindset Questions

• Looking for mindset “signals” or phrases that give you a window into the applicants mind.

• Standardization - Interview team members are all seeking understanding on the same behavioral traits or characteristics.

• Shared mental model – we all know it when we see it and we all rate it similarly.

Better Behavioral Questions

• Leading question: Could you tell me about a time when you had to balance competing priorities and did so successfully?

• Better question: Could you tell me about a time when you had to balance competing priorities.

Past behavior is a better predictor than what someone might do

• Leading question: Could you tell me about a time you had to balance competing priorities and did so successfully?

• Better question: Could you tell me about a time you had to balance competing priorities.

Activity: Mindset Scoring Rubric

1. Describe high and low performers related to this characteristic

2. Identify differential situations to elicit this mindset and write 2-3 interview questions

3. Begin the question by asking “Could you tell me about a time you ….. And then insert the question.
Interview Questions

• Could you tell me about a time you were under a lot of stress or you were overwhelmed with patient care responsibilities?
• Could you tell me about a time when you were asked to do something that you knew would not work?
• Could you tell me about a time when you failed?

Being a Growth Mindset Teacher Moving from Praise to Growth

It’s not the same as giving everyone a trophy just for trying. They didn’t succeed yet. “It’s okay to take risks, it’s how we learn. With continued effort and hard work I am confident you will succeed.”

Giving Feedback to Encourage a Growth Mindset

• Praise for hard work
  - I can tell you are working hard to develop strong relationships with your patients
  - It is obvious you have been working hard to present your patients succinctly and completely.

• Discuss your own journey
  - When I first started practice I really had to work hard to master the cardiovascular exam. This is what really helped me…

The 3 Little Pigs and a Growth Mindset

• To the pig who built his house of straw
  - I can only imagine how disappointed you were that the wolf blew down your house. It is wonderful that you are not letting this setback stop you and you are already rebuilding! That perseverance in the face of adversity will help you in many situations.

• To the pig who built his house of brick
  - I’m so pleased you chose the hard way and spent time researching the most effective building techniques and carefully planning out the construction of your house. Your effort and diligence will serve you well in the future.

Moving from Praise to Growth Exercise

Transform 2-3 of the summative feedback statements to promote a growth mindset.

Coaching for Growth

“For a seed to achieve its greatest expression, it must come completely undone. The shell cracks, its insides come out and everything changes. To someone who doesn’t understand growth, it would look like complete destruction.” — Cynthia Occelli
Facilitated Reflective Performance Feedback: The R2C2 Model

Learner Led—Not Educator Led

Educator is the facilitator of the conversation to increase the recipient’s OWN self-awareness and self-direction

Facilitator: listen, accept, motivate, coach

Feedback facilitation goal

External control
• external feedback
• lack of control
• threat
• emotion - “bad me”

Internal control
• my data to use
• my opportunity
• confidence
• “I’m in control”

R2C2 Model: Facilitated Reflective Feedback

1. Introduction and relationship building
2. Exploring reactions to and perceptions of the data/report
3. Exploring physician understanding of the content of the data and report
4. Coaching for performance change

Feedback and Self-Directed Learning

• Students' perceptions of their own performance most influence learning goals.¹
• Practice change most often resulted from specific, credible feedback.²
• Feedback inconsistent with self-perceptions can interfere with assimilation.³


Troubleshooting

• Resident ignores a serious problem.
  - Prompt with questions
    • “I see that your self-assessment on X is higher than your evaluator scoring. Does that surprise you?”
• No obvious weaknesses and limited evaluator comments.
  - Ask about their experience, the most challenging aspects of the rotation(s), and areas to target for improvement.

Role Play: Background

Sally is an intern meeting with her faculty advisor/mentor Dr. F to discuss her progress in residency.

Her evaluations from her recent rotation were concerning for the following reasons:
  • Argued with her attending on rounds
  • Insensitively shared information with families.
  • One attending felt that her negative attitude and communication negatively impacted the team and patients.

Let’s Practice

• Davy Crockett is a 2nd year resident
  - Overall his self-evaluations are consistently higher than how he is assessed by his faculty rater on his milestones.
  - Scale: 1 is lowest level and 5 is the highest. He should be performing somewhere between a 2-3 as a PGY2
  - He responds well to feedback but is surprised at his low scores, especially in communication and patient care.
  - He has not made a lot of progress since his last evaluation 6 months ago.
  - Overall he is performing consistently lower than his peers except in the competency domains of PBLI and professionalism where he is performing at the level of his peers.
  - He wants to improve but is not sure how he can do this.

Success is Not as Easy as it Looks

“Success in life comes when you simply refuse to give up, with goals so strong that obstacles, failures, and loss, only act as motivation.” - unknown

“It is a result of preparation, hard work, and learning from failure.” - Colin Powell

Teaching Trainees the Growth Mindset

• Teach the facts about the mindsets
• Teach them to hear their own fixed mindset voice
• Help them to realize that they have a choice in how they view their challenges and setbacks
• Help them counter the fixed mindset voice with a growth mindset response
• Encourage them to choose the growth mindset voice with frequent reminders.