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There are two main thinking we can navigate in life with: growth and fixed. Having a growth mentality is essential to success. In this post, we explore how to develop the right mentality to improve your intelligence. Carol Dwek studies human motivation. She spends her days immersing in why people succeed (or not) and what is within our control to promote success. Her theory of two mentalities and the difference they make in results is incredibly powerful. How she describes it: My work bridges the development of psychology, social psychology and personality psychology, and examines the self-awareness (or thinking) people use to structure self and guide their behavior. My research examines the origins of these mentalities, their role in motivation and self-regulation, and their impact on achievements and interpersonal processes. Her study of our beliefs is synthesized in *Mindset: A New Psychology of Success*. The book takes us on a journey in how our conscious and unconscious thoughts affect us and as something as simple as wording can have a powerful effect on our ability to improve. Dweck's work shows the strength of our most basic beliefs. Whether conscious or subconscious, they strongly influence what we want and whether we will be able to get it. Much of what we think we understand our personality comes from our thinking. This both stimulates us and prevents us from fulfilling our potential. In *Mindset: A New Psychology of Success*, Dweck writes: What are the consequences of thinking that your intellect or personality is something you can develop, as opposed to something that is a fixed, deeply ingrained trait? Two thinking your view of yourself can define everything. If you think your qualities are immutable - a fixed mentality - you want to prove yourself properly over and over again rather than learning from your mistakes. In *Mindset*, Dweck writes: If you only have a certain amount of intelligence, a certain personality, and a certain moral character-well, then you better prove that you have a healthy dose of them. It just won't make it look or feel inadequate in these most basic characteristics. [...] I've seen so many people with this consumption goal prove themselves - in class, in their careers, and in their relationships. Each situation requires confirmation of their intelligence, personality or character. Each situation is assessed: 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? These things are culturally desirable. We value intelligence, individuality and character. It's okay to want that. But... In *Mindset*, Dweck writes: There's another mentality in which these traits aren't just parties you've dealt with and have to live, always trying to convince yourself and others that you have a royal flush when you concerned about it a couple of dozen. In this mindset, the hand you dealt with was only the starting point for This growth of thinking is based on the belief that your basic quality is things that you can cultivate through your efforts. Changing our beliefs can have a powerful impact. The growth of thinking creates a powerful passion for learning. Why waste time proving over and over again how great you are, Dweck writes, when you could get better? Why hide the shortcomings and not overcome them? Why look for friends or partners who will simply enhance your self-esteem rather than those who will also challenge you to grow? And why try and try and really, and not the experience that will stretch you? The passion for stretching yourself and sticking to it, even (or especially) when it doesn't go well, is a hallmark of growth thinking. It is a mindset that allows people to thrive in some of the toughest times in their lives. Our perceptions of risk and effort come from our thinking. Some people understand the value of challenging themselves, they want to put in an effort to learn and grow, a great example of this is Buffett Formula. Others, however, would prefer to avoid the effort of feeling like it doesn't matter. In *Mindset*, Dweck writes: We often see books with titles like the ten secrets of the world's most successful people bored by bookstore shelves, and these books can give a lot of useful advice. But they tend to list unrelated pointers as take more risks! Or believe in yourself! While you are left admiring the people who can do this, it is never clear how these things fit together or how you could ever become that way. So you're inspired for a few days, but mostly, the most successful people in the world still have their secrets. Instead, as you begin to understand fixed and growth thinking, you will see exactly how one leads to another - how the belief that your qualities are carved into stone leads to a multitude of thoughts and actions, and how believing that your qualities can be cultivated leads to many different thoughts and actions taking you down a completely different path. [...] Of course, people with fixed thinking have read books that say: Success is about being your best self, not about being better than others; failure is an opportunity, not a condemnation; effort is the key to success. But they can't put this into practice because their core mentality - their belief in fixed traits - tells them something completely different: that success is about being more gifted than others, that failure makes a measure of you, and that effort for those who can't make it to talent. Thinking affects creativity too. In *Mindset*, Dweck writes: Another thing exceptional people seem to have a special talent for transforming the failures of life into future successes. Creative researchers agree. In a survey of 143 creative researchers, there was broad agreement about the number one ingredient in creative advances. And it was precisely the perseverance and resilience that was caused by the mentality of growth. In fact, takes this stoic approach by writing: In the growth of thinking, failure can be a painful experience. But that doesn't define you. It's a problem that needs to be dealt with, dealt with and learned from it. We can still learn from our mistakes. Legendary basketball coach John Wooden says you don't fail until you start assigning blame. That's when you stop learning from your mistakes - you deny them. In this TED talk, Dwek describes two ways to think about a problem that you find too difficult to solve. Working in this space - not far from your comfort zone - is the key to improving performance. It is also a critical element for intentional practice. People approach these problems with two mentalities ... You're not smart enough to solve it.... or you just don't solve it yet. Speaking of cultural pressure to raise our children at the moment, not yet, in a TED talk Dweck says: the power is still. I heard about a high school in Chicago where students had to take a certain number of courses to finish, and if they didn't take the course, they got a grade yet. And I thought it was fantastic, because if you get a failed grade, you think I'm nothing, I'm nowhere. But if you get a grade yet you realize that you are on a learning curve. It gives you a way into the future. Not Yet also gave me an insight into a critical event early in my career, a real turning point. I wanted to see how the children were coping with difficulties and difficulties, so I gave 10-year-olds problems that were too difficult for them. Some of them reacted shockingly positively. They said things like: I love the challenge, or you know, I was hoping it would be informative. They understood that their abilities could be developed. They had what I call the rise of thinking. But other students thought it was tragic, catastrophic. From their more fixed point of view of thinking, their intelligence was for judgment, and they failed. Instead of luxuriating in power yet, they have been gripped by tyranny now. So what do they do next? I'll tell you what they do next. In one study, they told us they would probably cheat the next time rather than study more if they didn't test. In another study, after a setback, they were looking for someone who did worse than they did so they could feel very good about themselves. And in school after school, they ran away from difficulties. Scientists measured the electrical activity of the brain when students encountered a mistake. On the left you see a fixed mentality of students. There's hardly any activity. They're running away from the bug. They don't do it. But on the right, you have students with a rising mindset, the idea that abilities can be developed. They're deeply engaged. Their brains are burning with more. They're deeply engaged. They process the error. They learn from him, and they get better. Easy to get into Right away. Our children are becoming obsessed with getting A - they dream of the next test to prove instead of dreaming big like Elon Musk. The bomb product of this is that we make them addicted to the checks that we give them - gaming kids. What can we do about it? Do not praise intelligence or talent, praise work ethic. ... We can praise wisely without praising intelligence or talent. It didn't work. Don't do it again. But praise the process that children are involved in: their efforts, their strategies, their attention, their perseverance, their improvement. This process of praise creates children who are resilient and resilient. The way we say things affects confidence, words yet or not, give children more confidence, give them a path to the future that creates greater perseverance. We can change the mentality. In one study, we taught them that every time they push out of their comfort zone to learn something new and difficult, the neurons in their brains can form newer, stronger connections, and over time they can become smarter. ... students who were not taught this growth mindset continued to show declining grades during this difficult school transition, but those who taught this lesson showed a sharp rebound in their classes. We have shown this now, this kind of improvement, with thousands and thousands of children, especially struggling students. Thinking: The new psychology of success is a must-read for those who want to study our thinking and how we can influence it to be a little better. Carol Dwek's work is just outstanding. Outstanding. mindset the new psychology of success by carol s. dweck ph.d. mindset the new psychology of success by carol s. dweck summary. mindset - the new psychology of success by carol s. dweck - audiobook

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