



# The Mindset CONTINUUM

Going beyond "Fixed V's Growth" to a deeper understanding of Mindsets

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	FIXED	LOW GROWTH	MIXED	GROWTH	HIGH GROWTH
 WORLD VIEW	Sees themselves as <b>UNCHANGING AND UNCHANGEABLE.</b> Life is about discovering yourself and searching for where you fit into the world.	Change and <b>GROWTH IS VERY LIMITED.</b> See themselves as "not cut out for" some domains. Amount of growth possible in other domains is limited.	Limited Growth Mindset – believes they are capable of <b>GROWTH IN A LIMITED NUMBER OF DOMAINS.</b> Life offers only limited choices.	Sees themselves as <b>CAPABLE OF SIGNIFICANT GROWTH</b> in most domains. Sees great choice in life. May see themselves as restricted from significant growth in some domains.	Understands they can <b>CHANGE THEIR MOST BASIC CHARACTERISTICS.</b> Life is about deciding what you want to be and creating the abilities required to reach goals.
 CHALLENGES	<b>AVOIDS CHALLENGES.</b> Sees them as a potential threat.	Takes on <b>EASY CHALLENGES</b> that they believe they are likely to succeed at.	<b>PREFERS CLEAR, IMMEDIATE GOALS</b> that aren't too far out of reach, or in an area they find difficult.	<b>ENJOYS BEING CHALLENGED</b> by more open-ended tasks, even if not always immediately successful.	<b>EMBRACES CHALLENGES</b> even when path to achievement is not immediately clear.
 ENCOUNTERING DIFFICULTY & OBSTACLES	<b>GIVES UP IMMEDIATELY</b> when they encounter difficulty.	<b>TRIES FOR A WHILE,</b> but gives up if not progressing easily. May try a few alternatives when encountering obstacles.	<b>PERSISTS WHEN SEEING PROGRESS.</b> Is developing a repertoire of strategies for getting past obstacles.	<b>EXPECTS EVENTUAL MASTERY.</b> Understands new learning is meant to be difficult so sticks at tasks for long periods.	<b>PERSISTS FOR LONG PERIODS</b> even in the face of setbacks and when new skills need to be learnt to achieve mastery.
 EFFORT	<b>EFFORT IS ASSOCIATED WITH FAILURE</b> and inability, so is seen as bad. Expects things you can do to come easily.	Recognizes that effort is sometimes required. <b>SUSTAINED EFFORT IS A BAD THING.</b> Misunderstands that not all types of effort produce growth.	<b>EFFORT IS NECESSARY,</b> but usually not enjoyable. Likely to prefer to do it easily. Recognizes when effort is being ineffective.	<b>EFFORT IS A GOOD THING.</b> Has experienced success as a result of effort in the past. Associates Effective Effort with growth.	Understands <b>EFFORT AS PATH TO MASTERY.</b> Actively works on developing strategies for more Effective Effort.
 FEEDBACK & CRITICISM	<b>IGNORES</b> useful negative feedback. Sees feedback as a list of their faults.	Accepts some direct feedback when corrections can be made quickly and easily. <b>TENDS TO FOCUS ON POSITIVE FEEDBACK.</b>	<b>FORMATIVE FEEDBACK IS SEEN AS USEFUL,</b> as long as it is targeted and achievable.	Accepts and <b>LEARNS FROM FEEDBACK.</b> Positive feedback is seen as recognition of the effort and process that led to the achievement.	<b>REQUESTS CRITICAL FEEDBACK</b> from targeted expert sources in order to improve both process and outcome.
 SUCCESS OF OTHERS	<b>FEELS THREATENED</b> by comparisons to others and avoids competitions, as these may highlight perceived deficits.	<b>MAY MIS-ATTRIBUTE SUCCESS</b> of others to luck or natural ability rather than growth achieved through effort.	<b>ENJOYS PERSONAL SUCCESS,</b> so will engage in competition and comparison when these make them look good.	<b>FINDS LESSONS AND INSPIRATION</b> in the success of others. Admires excellence. Enjoys the challenge posed by competition.	<b>SEEKS OUT MASTERS AND EXPERTS</b> in an effort to "learn their secrets". Competition is seen as a way for both competitors to push themselves to improve.
 MAKING MISTAKES	Actively <b>HIDES OR IGNORES</b> mistakes.	<b>MAKES EXCUSES</b> for mistakes. Looks for quick fixes. May attribute blame to others.	Expects to make mistakes and understands <b>MISTAKES CAN BE CORRECTED.</b>	Recognizes mistakes made are <b>SIGNPOSTS FOR LEARNING</b> opportunities.	Deliberately stretches themselves so errors have <b>HIGH LEARNING POTENTIAL</b> to facilitate further growth.
 OFFERED HELP AND SUPPORT	<b>URNS DOWN</b> help and support. Feels requiring help highlights their own deficits.	<b>TOLERATES</b> help when given. Disinclined to ask for help. Doesn't like to be seen to need help.	<b>ACCEPTS HELP</b> and support when offered. May not continue to seek help, if difficulties are persistent.	Expects feedback and recognizes it as <b>DESIRABLE</b> to help them grow.	<b>SEEKS OUT</b> help and support from specialized sources.