

# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

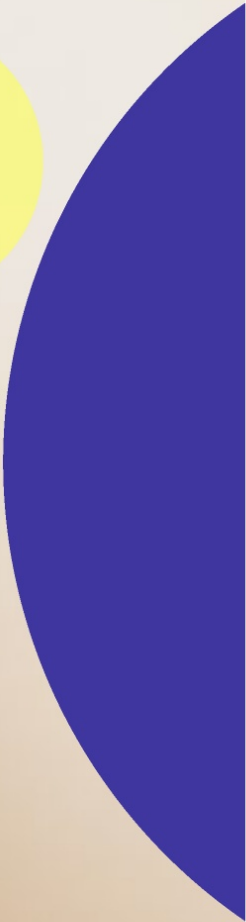
Growing  
Mindset  
Petals

Psychological  
Capital

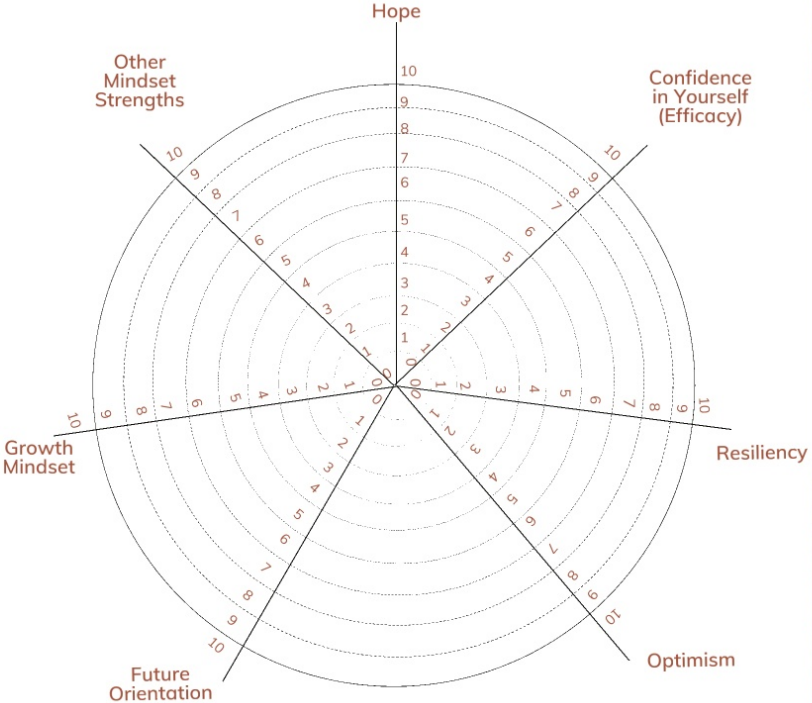
Growth  
Mindset

Your Reinforcing  
Statements

Thank you!



# THE MINDSET flower



Statements

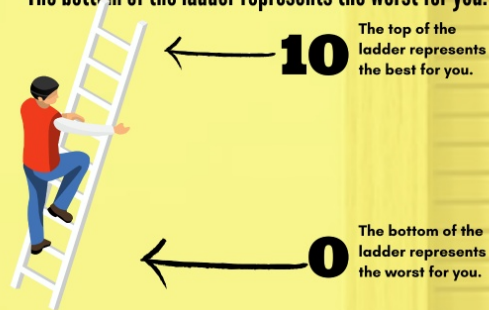
Your Flower

<https://beta.polleverywhere.com/activities>

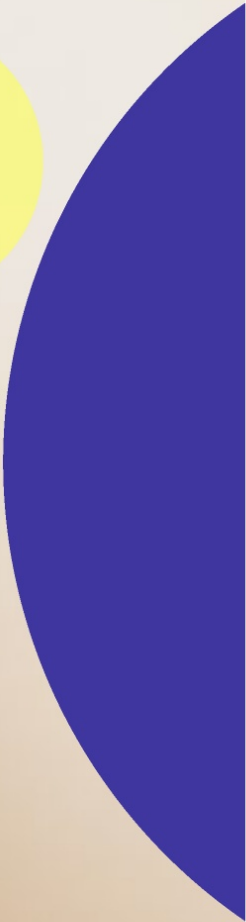


Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top.

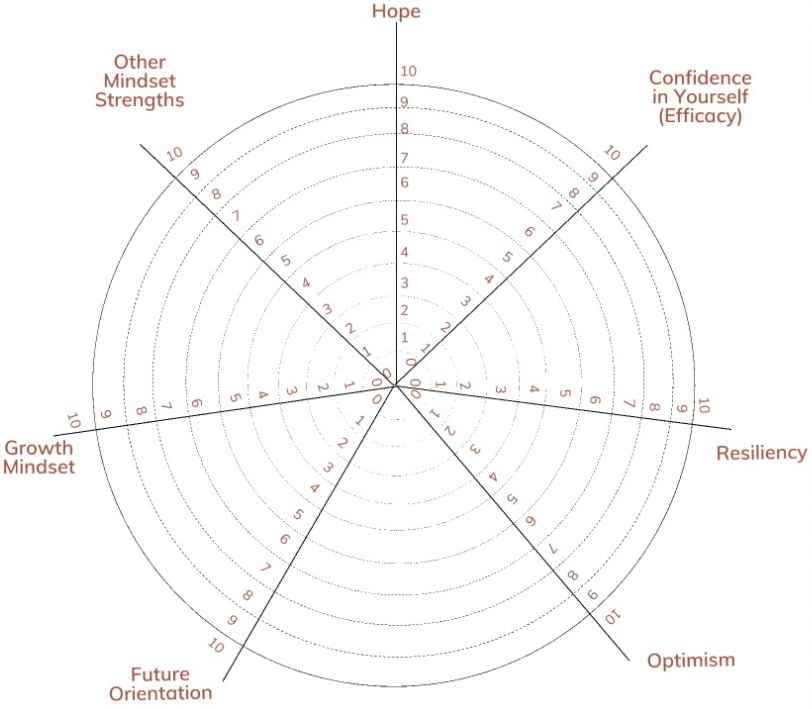
The top of the ladder represents the best for you.  
The bottom of the ladder represents the worst for you.



On which step of the ladder would you say you personally feel you stand at this time in terms of your physical health, environment, mindset, economic security, positive emotions, engagement, relationships, meaning and achievement?



# THE MINDSET flower



Statements

Your Flower

<https://beta.polleverywhere.com/activities>

## THE MINDSET *flower*

Select the point on the scale that you feel best describes you  
(0 - Strongly disagree; 10 - Strongly agree)

### Hope

I trust that my expectations and desire will happen. I feel motivated and confident to perceive my goals with proactive planning and taking action.  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

### Confidence in Yourself (Efficacy)

I am aware of my skills, abilities and character strengths. I use them in my everyday life to reach my goals and to increase my confidence. I show myself self compassion if needed.  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

### Resiliency

I recover quickly from difficulties. I have the ability to spring back into shape. I have a mental capacity to bounce back and to bounce forward when difficulties arrive. I learn from my experiences. In some cases, I feel like I even go beyond the original level of my well-being!  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

### Optimism

I often feel like things will be well and I stay hopeful. If I fail, I know there is something I can do about it. I don't see my failures as entirely my fault and I know I generally do well and this might be only an exception. I also know everything will pass.  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

### Future Orientation

I often look forward to the future. I anticipate good future consequences. I plan ahead before acting. I set my goals and strategies to reach them.  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

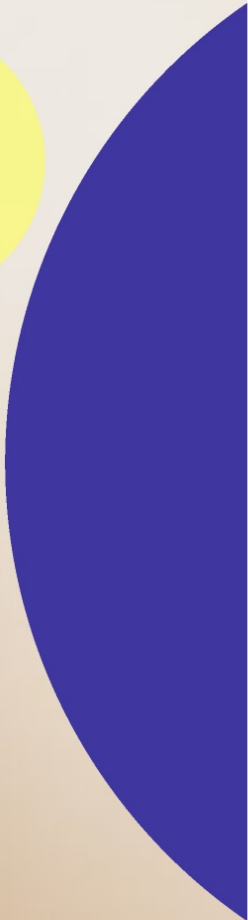
### Growth Mindset

Challenges make me excited, obstacles make me want to try over, effort is my way to success, I learn from mistakes and constructive criticism and success of others inspires me.  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

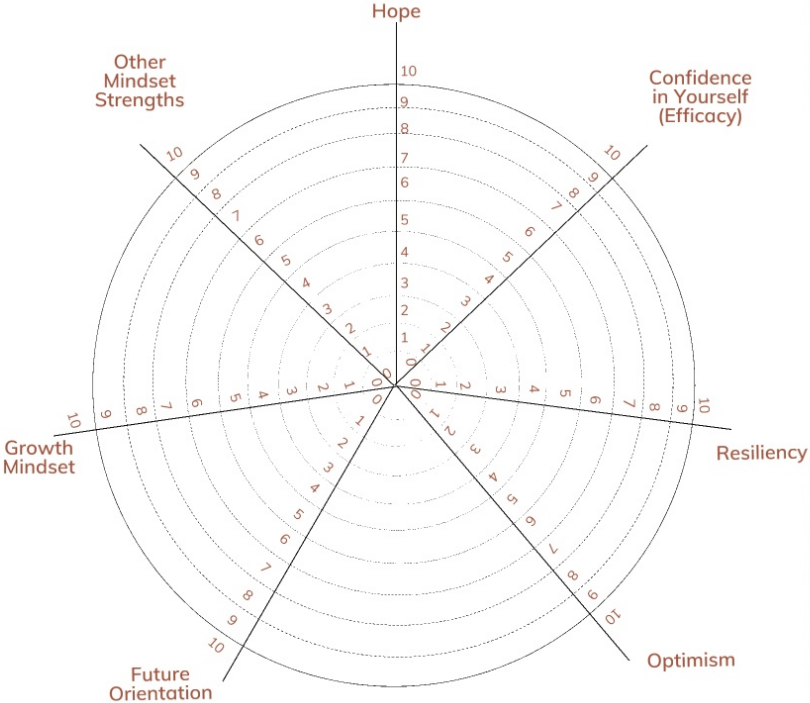
### Other Mindset Strengths

Are there any other mindset strengths on your mind you would like to assess?  
If yes, scale them please as well as the previous strengths.  
(Strongly disagree) 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 (Strongly agree)

*Jana*



# THE MINDSET flower



Statements

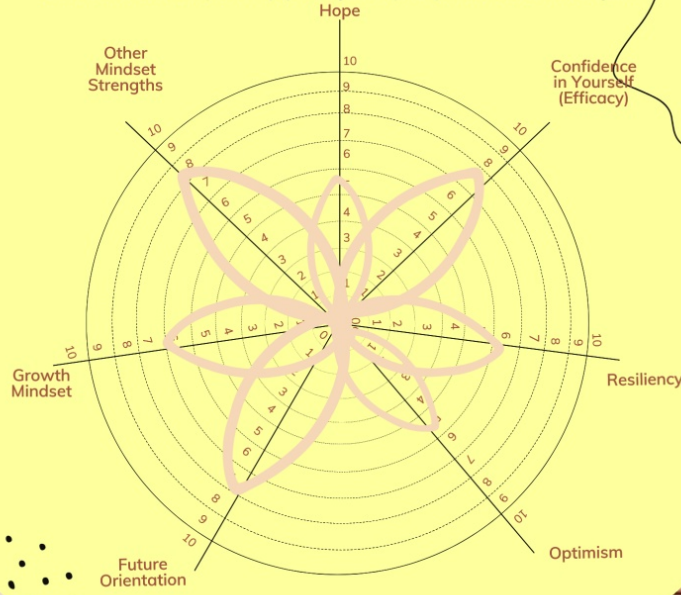
Your Flower

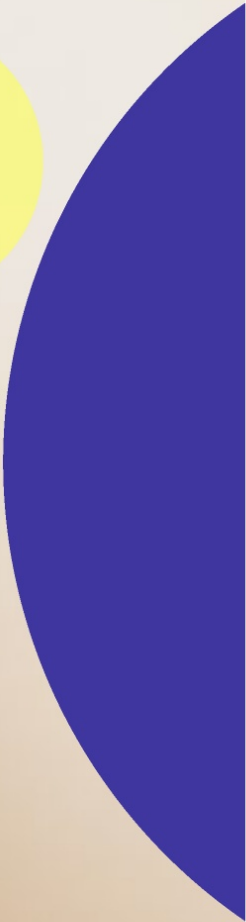
<https://beta.polleverywhere.com/activities>



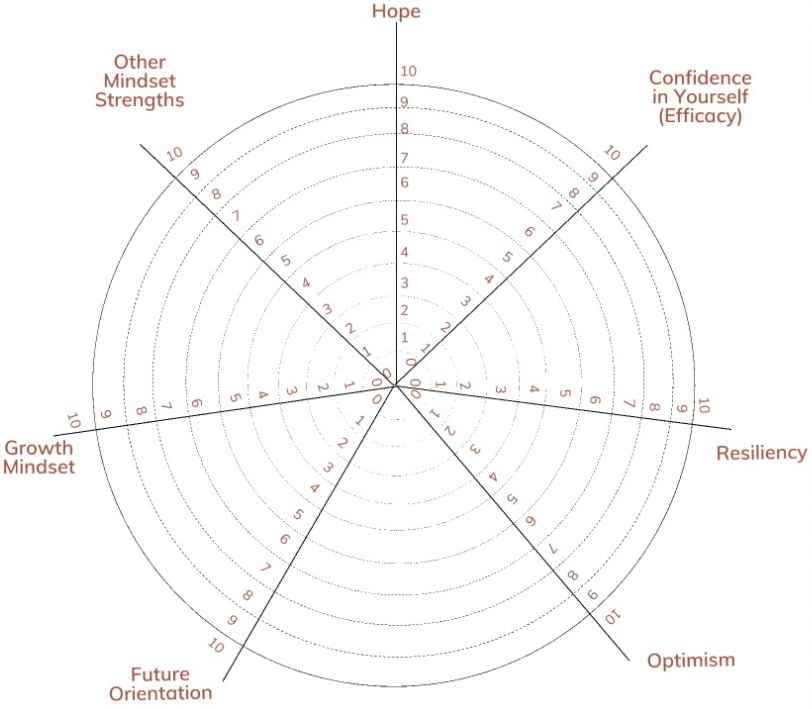
# THE MINDSET *flower*

Adopting a growth mindset characterized by an optimistic, future-oriented view of life, where challenges or setbacks are seen as opportunities to grow. This may also be a function of positive psychological capital, perseverance, and/or grit.





# THE MINDSET flower



Statements

Your Flower

<https://beta.polleverywhere.com/activities>

# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

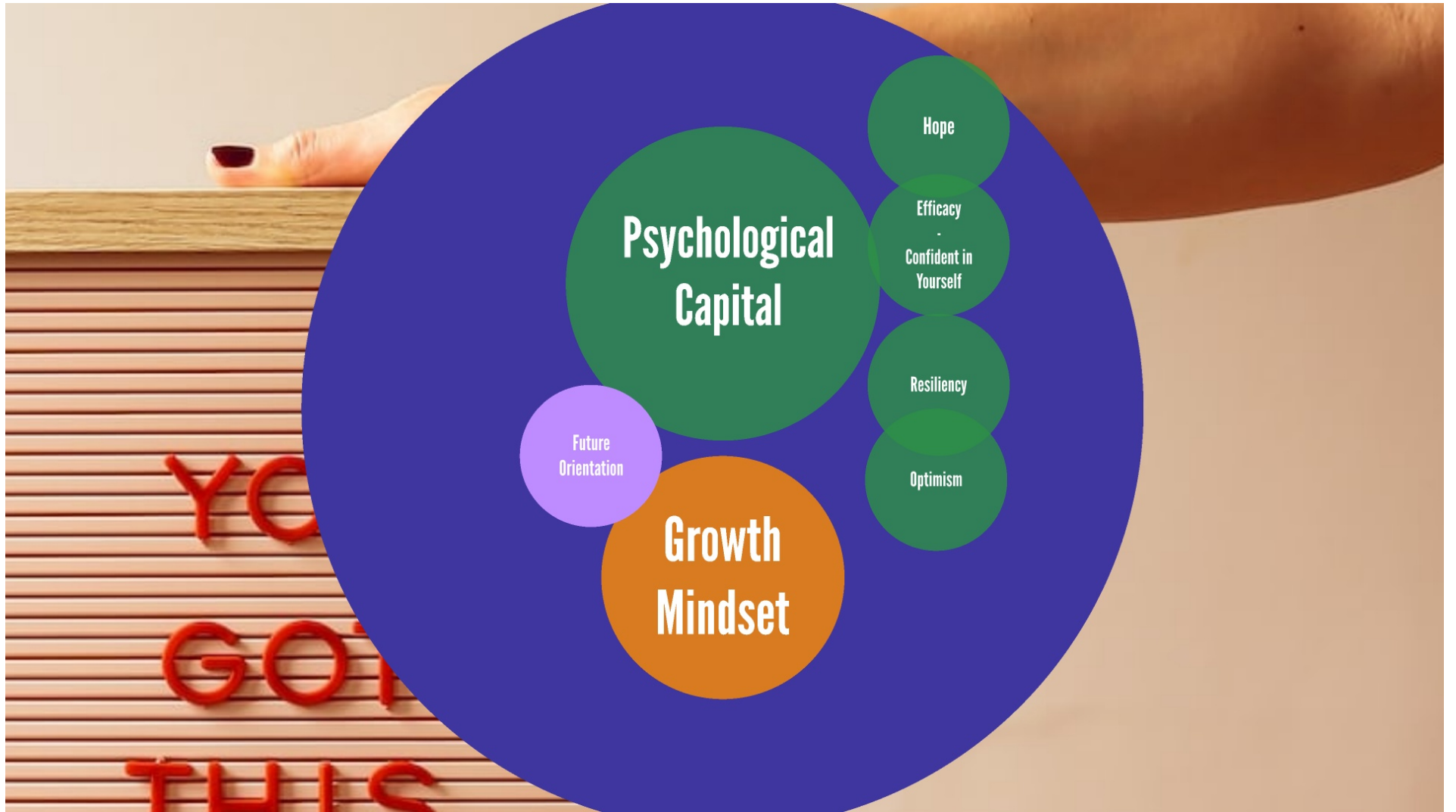
Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

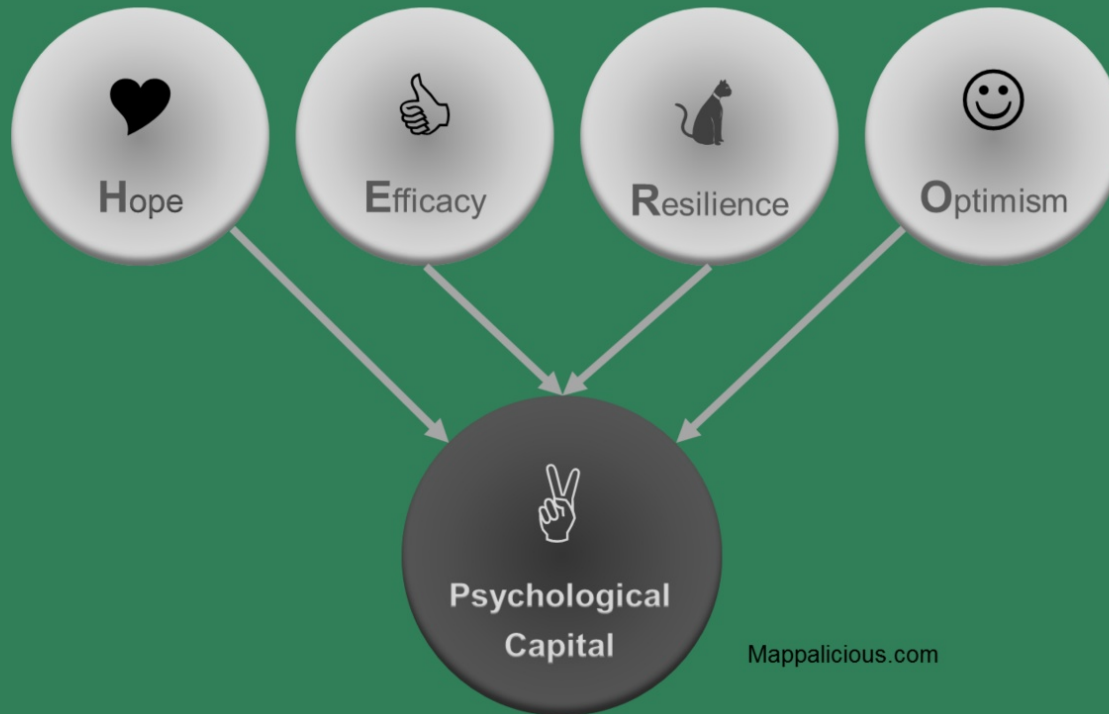
Your Reinforcing  
Statements

Thank you!





# PSYCAP

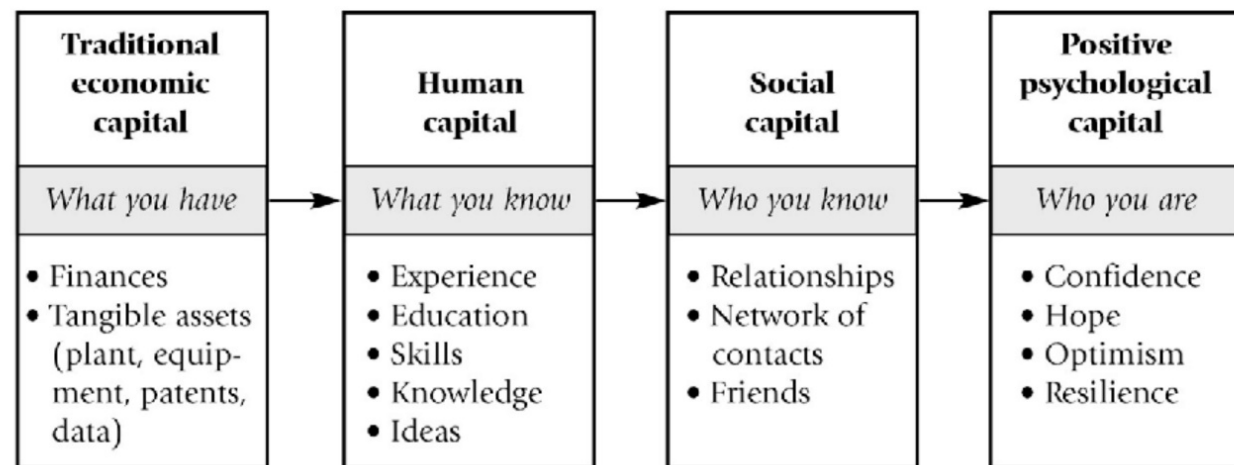


# PSYCAP



*Oxford Languages: wealth in the form of money or other assets owned by a person or organization or available for a purpose such as starting a company or investing.*

**Figure 1. Expanding capital for competitive advantage**



# PSYCAP

Psychological Capital is defined (Fred Luthans, et al., 2007) as

“an individual's positive psychological state of development”

which is characterized by having high levels of HERO; the four elements of Hope, (Self-)Efficacy, Resilience, and Optimism.

ARTICLE IN PRESS

ORGDYN-100817; No. of Pages 13  
Organizational Dynamics (2019) xxx, xxx-xxx

ScienceDirect  
journal homepage: www.elsevier.com/locate/orgdyn

ELSEVIER

Dynamics

## Positive psychological capital to help combat the mental health fallout from the pandemic and VUCA environment

Fred Luthans<sup>a,\*</sup>, Julie Dyrdek Broad<sup>b</sup>

<sup>a</sup>University of Nebraska-Lincoln, United States  
<sup>b</sup>Positive Organizational Behavior Institute, United States

Contents

|  |     |
|--|-----|
| Implications PsyCap May Have for Mental Health                           | 000 |
| Need for Rethinking the Delivery and Techniques of Mental Health         | 000 |
| Learning From Suicide Prevention Research                                | 000 |
| Real and Potential Impact of a PsyCap Gatekeeper Approach                | 000 |
| Certified PsyCap Gatekeeper  | 000 |
| Specific Application Examples  | 000 |
| The Potential Application of “Fourth Industrial Revolution” Technologies | 000 |
| Selected Bibliography  | 000 |
| Appendix A   | 000 |

The major purpose of this article is to provide valuable insights and specific guidelines into how the now established “Positive Psychological Capital” or simply PsyCap can help prevent, treat, and sustainably recover from the current mental health global challenges. Specifically, we propose and demonstrate how PsyCap can play a realistic alternative, supplementary, non-stigma role in fighting the dramatically increasing mental illness due to the COVID-19 pandemic and the VUCA (Volatile, Uncertain, Complex, Ambiguous) environment. Moreover, our hope is the evidence based PsyCap perspective and approach presented in this article will have a spillover effect on improving performance and especially well-being of individuals, teams, and families long after the coronavirus pandemic is over.

### BACKGROUND AND MEANING OF POSITIVE PSYCHOLOGICAL CAPITAL OR PSYCAP

Positive Psychological Capital or PsyCap was introduced into the management and organizational behavior/psychology literature right after the turn of the century (see a couple of articles by Luthans in the 2002 issues of *Journal of Organizational Behavior* and *Academy of Management Executive*). These articles resulted from his participation as an external Gallup Senior Scientist at the first annual Positive Psychology Summit held at the Gallup Organization in 1999. The impetus for this Summit came from well-known

\* Corresponding author.  
E-mail addresses: fluthans@unl.edu (F.Luthans), juliebroad@gmail.com (J.D.).

<https://doi.org/10.1016/j.orgdyn.2020.100817>  
0090-2616/© 2020 Elsevier Inc. All rights reserved.

Please cite this article in press as: F. Luthans, J.D. Broad, Positive psychological capital to help combat the mental health fallout from the pandemic and VUCA environment, *Organ Dyn* (2020), <https://doi.org/10.1016/j.orgdyn.2020.100817>

# HERO within

**H**

## **HOPE**

A sense of energy to persevere  
Towards your goals through proactive planning

**E**

## **EFFICACY**

A belief in your own ability to produce positive results and achieve self-defined goals

**R**

## **RESILIENCE**

A positive way of coping even when it seems there are no solutions to negative situations

**O**

## **OPTIMISM**

Being and remaining positive about the likelihood of personal success, now and in the future



# HOPE

The Psychological Capital Intervention (PCI) uses a three-pronged strategy in a goal-oriented framework – (1) goal design, (2) multiple pathway generation, and (3) overcoming obstacles. Begin by identifying an individual, family, team, and/or organizational valuable goal which they will use throughout the process, ensuring that goal design includes: (1) concrete end points to measure success; (2) an approach (rather than an avoidance) framework, which allows the trainee(s) to positively move toward goal accomplishment instead of away from undesired outcomes; and (3) importance of identifying sub-goals in order to reap the benefits of even small “wins”, which the late well known positive psychology hope expert Rick Snyder referred to as “stepping”. Pathways are then developed. Trainees are asked to generate multiple pathways to their well-being and performance goal(s). Trainees are encouraged to work together with relevant others in brainstorming as many alternative pathways as possible, regardless of the practicality of implementation. The final step is to inventory pathways; the PCG guides the trainee(s) in discarding unrealistic goal pathways, and a smaller number of realistic goal pathways are identified and ranked.

Obstacles can act as goal blockers leading to negative reactions such as frustration and disengagement from pursuing goals, especially during the prevention and treatment of a global pandemic such as COVID-19. The trainee(s) are instructed by the PCGs to take a few minutes to consider the potential obstacles, or “what can stop you from accomplishing your goal(s)?” After time for self-reflection, the trainee(s) again reconvene to determine alternative perspectives on potential obstacles and strategies to overcome them.

At the completion of this hope dimension of the PCI, the trainee will have identified a valuable goal in such a way as to take ownership, be prepared for identified obstacles, and be ready to quickly implement multiple pathways as contingency plans. Throughout this COVID-19 (VUCA problem) targeted PCI development process, the certified PCG tries to acknowledge and encourage positive “self-talk”. The PCG maintains focus on goal setting, pathway generation, and overcoming obstacles as a process that can and should be applied to an array of those needing help. Transferability back to daily life is emphasized. In other words, this part of the specific PCI focuses on how to increase participants’ level of hope in their larger unit to accomplish goals individually and collectively, ultimately developing what we refer to as collective PsyCap, or cPsyCap. Most importantly, the skills learned during the targeted PCI are applicable to domains outside the current situation; they are generalizable.

Exploring the process of building PsyCap hope further and through example, as the now trained targets learned about and developed their hope, they become empowered. This can be easily accomplished by developing realistic goals, identi

# EFFICACY

World renowned social psychologist Albert Bandura is credited for the theoretical foundation and developmental process for building efficacy or confidence. When developing PsyCap, efficacy was arguably the most criteria-meeting and academically accepted of the four components. The efficacy input into our PCI largely draws from Bandura's widely recognized taxonomy of sources of efficacy. These include: (1) task mastery or success, (2) modeling or vicarious learning, (3) social persuasion and positive feedback, and (4) physiological and/or psychological arousal. Besides these Bandurian sources of efficacy, the PCI also incorporates his emphasis on the role that goal-orientation and framing plays in building efficacy. In addition, there is extensive academic literature that evolves efficacy from an individual or self-asset, to the collective (e.g., families, teams, and organizations) through similar collective efficacy development. The PCG would encourage the family/team/organizational members to discover and evaluate where there may be natural talents, where personality factors match efficacy requirements (e.g., choosing the family/team optimist to keep optimism high during COVID-19, the family/team pessimist to assist with identifying potential goal obstacles, etc.). The PCG engages in allowing participants to experience and model success, and through social persuasion and arousal, are all aimed at accomplishing the goals set earlier in the development of PsyCap hope. This efficacy building process elicits positive emotions and builds the participants confidence and also collectively the family's/ team's/organization's confidence, to generate and implement plans to attain the set goals.

The PCG and family/team/organizational members serve as role models for this efficacy-building process. Bandura asserts that the perceived expertise and the relevance of models are key to determining the magnitude of influence. As described under the hope input into the PCI, when participants generate pathways, inventory resources required for goal accomplishment, and identify sub-goals as milestones or stepping goals to accomplishment, they have created an imaginal, implicit successful experience related to the COVID-19/VUCA situation, providing a much needed sense of control in an otherwise VUCA context that may be overwhelming. This modeled success builds a social contagion effect that can spread through the family/team/organization. The members are able to visualize accomplishing each step toward their goal with the guidance of the PCG. In other words, in this input into the PCI, trainees gain implicit task mastery and in real time experience success to enhance their individual and collective efficacy in the pandemic and VUCA context.

Exploring the process of building PsyCap efficacy further and through example, as the trainees learn about their strengths and weaknesses, they begin to build collective self-awareness. This includes an understanding of inherent pe

# RESILIENCE

There are three major recognized components of resilience attributed to the work of well-known developmental psychologist Ann Masten: asset factors, risk factors, and influence processes. In the PCI, these components are discussed at the individual level but can also be easily adapted to the collective level (family, team, and organizational). Assets refer to factors that increase resiliency (e.g., education, experience, cooperation, and social support). Masten's research, as well as others, has found that resilience factors can be developed, managed, and accelerated. The most effective development strategies were found to be based upon enhancing assets, and proactively avoiding risky, potentially adverse events.

The resilience input into our PCI, led by the PCG, focuses on developing and changing perceptions of influence through cognitive, emotional, and behavioral processes. Highly resilient people are characterized by a staunch view of reality. Thus, as the resilience input into our COVID-19/VUCA specific PCI strategy, participants identify a recent setback. This can be major (e.g., recent COVID-19 outbreak or diagnosis) or minor (VUCA related stressors) requiring the development of new coping strategies. Participants are then instructed by the PCG to write their immediate reactions to the identified setback. The PCG then elaborates on examples of a staunch view of reality and an ideally resilient process for mentally framing/re-framing a setback. This may include what is within the trainee's control, out of her/his control, and various options for taking corrective, hopefully collective (i.e., the whole family, team, organizational) action.

In affecting the perception of influence in building resiliency, cognitive processes are employed to frame the setback (s) in terms of impact, control, and options associated with the participant's goals set for hope/efficacy development. Trainees are asked by the PCG to repeat and practice these new processes on additional relevant setbacks at school/work/home. The repetition reinforces learned cognitive processes which perpetuate the development of not only resiliency, but also "realistic" optimism. This is a good demonstration of the interactive, synergistic nature of the PsyCap positive resources.

Trainees are encouraged by the PCG to practice anticipating and addressing setbacks associated with goals in the hope building process, again related to the COVID-19/VUCA context. When participants more accurately frame a setback in terms of true impact (e.g., an inconvenience vs. a tragedy), control, and options, they are more apt to not only bounce back from a setback but may be able to attain levels even above where they started. Thus, going beyond the original level of the trainee's well-being and performance after a setback is central to the collective resiliency input in the specific PCI development process.

Exploring the process of building PsyCap resilience further and through example, having identif

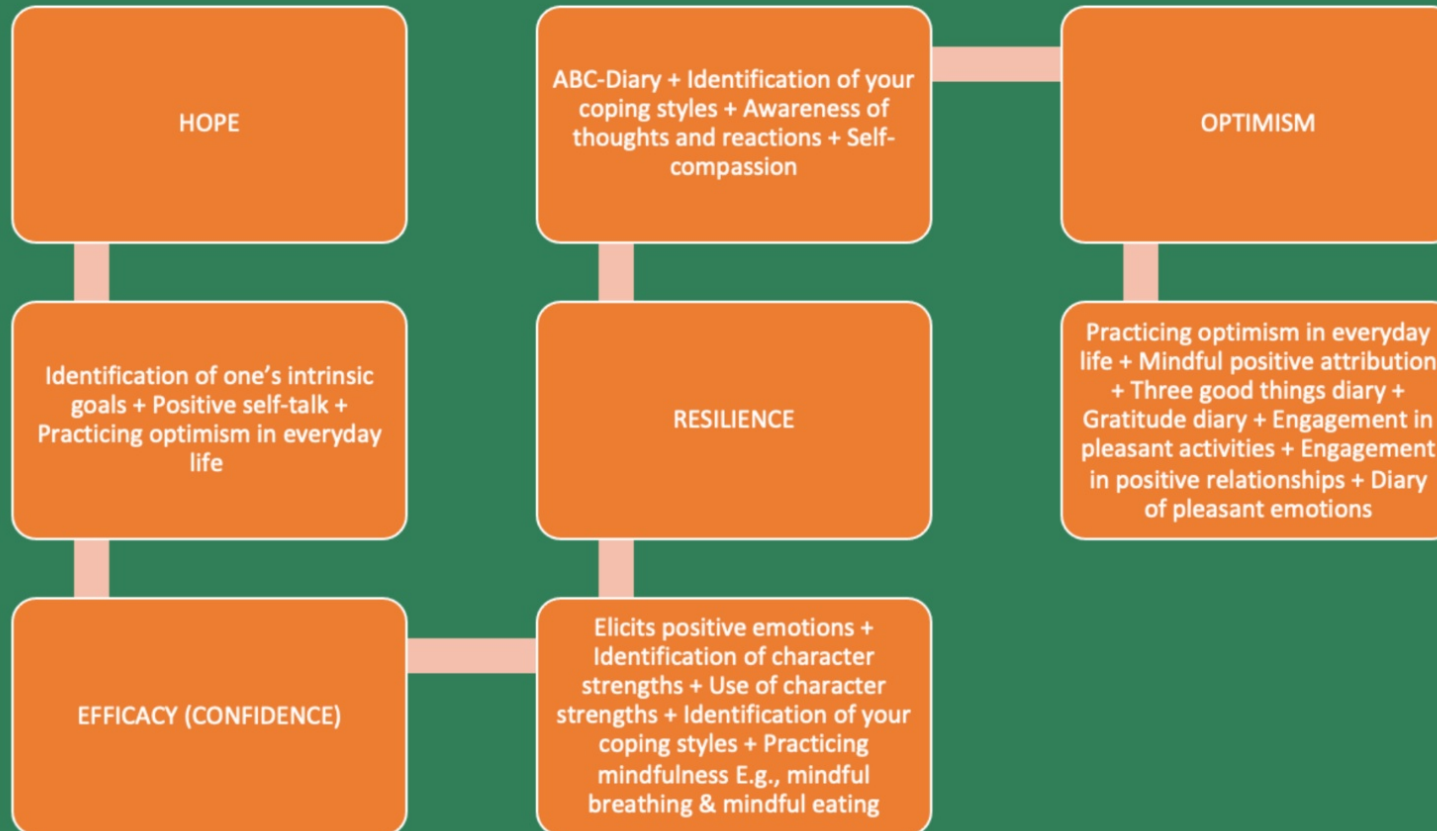
# OPTIMISM

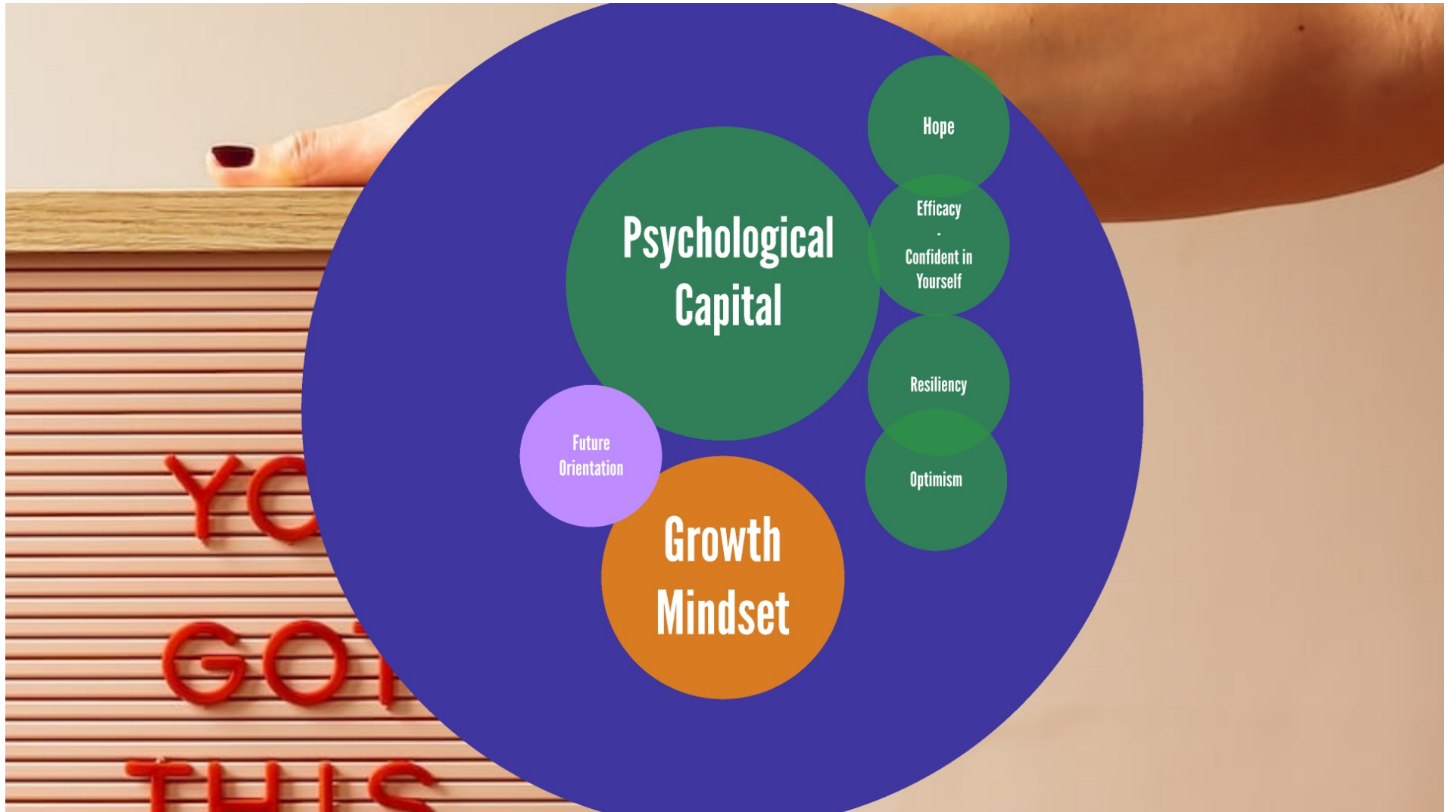
When it comes to optimism, we draw from expectancy-value orientation and positive attributional, explanatory style, with realistic optimism being the ideal. From a collective perspective, the PCG requests the trainees complete an exercise where each member writes down three things, they are thankful/grateful for as it relates to their family, team, and/or unit. If appropriate, each member shares their three things within the group, and then they collectively build out a list of family, team and/or attributes they currently possess. This list should be guided by the contribution made towards meeting set goals and strengthening their unit's bond, cohesion, and satisfaction. The PCG then provides information to the members about how hope, efficacy, and resilience can also provide value by building their unit's optimism. The PCG brings out that the addition of optimism to hope, efficacy and resiliency is the final piece of PsyCap's "HERO within". In addition, the PCG emphasizes how optimism can impact decision making under stress, Barry Staw's so-called threat rigidity cycle, and common reactions to stress. The trainees are also asked to reflect and identify who in their unit may be naturally optimistic and pessimistic. Critical in this phase of the PCI is that the PCG emphasizes that there is no one gold standard. Each member contributes unique individualized assets that contribute to the well-being and the performance of the unit. In fact, a naturally optimistic member may gain great value by spending time with a pessimistic member in identifying obstacles to goals and finding the level of optimism which is rooted in a staunch sense of reality (as indicated, a hallmark of resilience). The PCG will describe tendencies between optimists and pessimists. For example, in preparing for obstacles, pessimists lose more feasible options by expecting bad things will tend to happen. In the collective hope development portion of the PCI, the worst-case and best-case scenarios are anticipated, and preparations are proactively in place for the trainee to continue to move ahead and succeed. This process counteracts pessimism and supports the development of realistic, yet optimistic, expectations and is reinforced by positive "self and family/ team/ organization talk".

Exploring the process of building PsyCap optimism further and through example, trainees are told to engage in small, daily rituals (i.e., doing specific things at specific times, such as taking the family dog for a walk together as a time to connect and get exercise) to boost optimism. Another example would be identifying positive emotions that occur daily (e.g., quarantine provides opportunities for family members to enjoy more meals together, opportunities to play games, engage in active listening with one another) and taking moments to reflect or share these collectively. They can also benefit by engaging in positive future planning with fellow teammates and/or organizational colleagues, increas



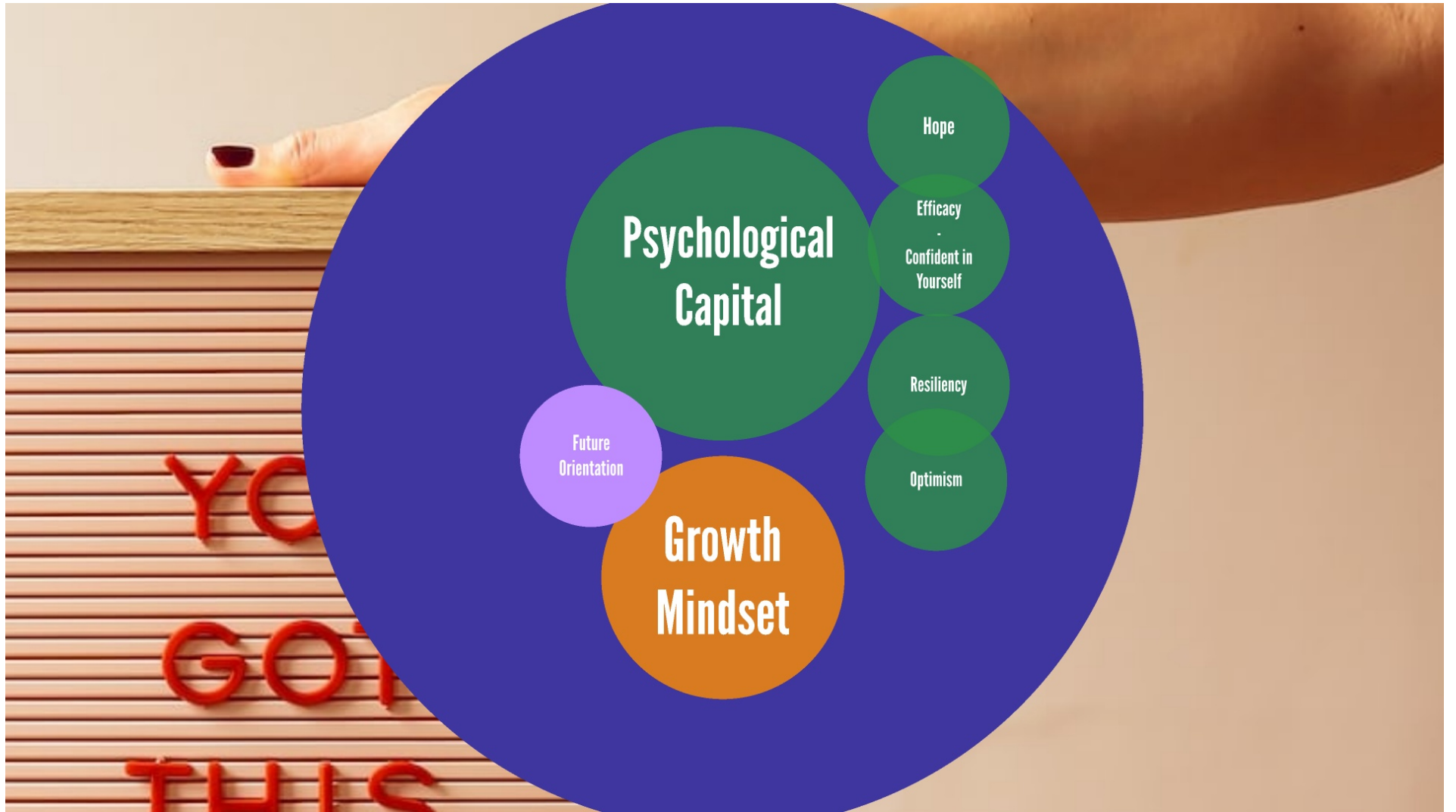
# How to build HERO





## Growth Mindset: Overcoming Obstacles and Recognizing Effort

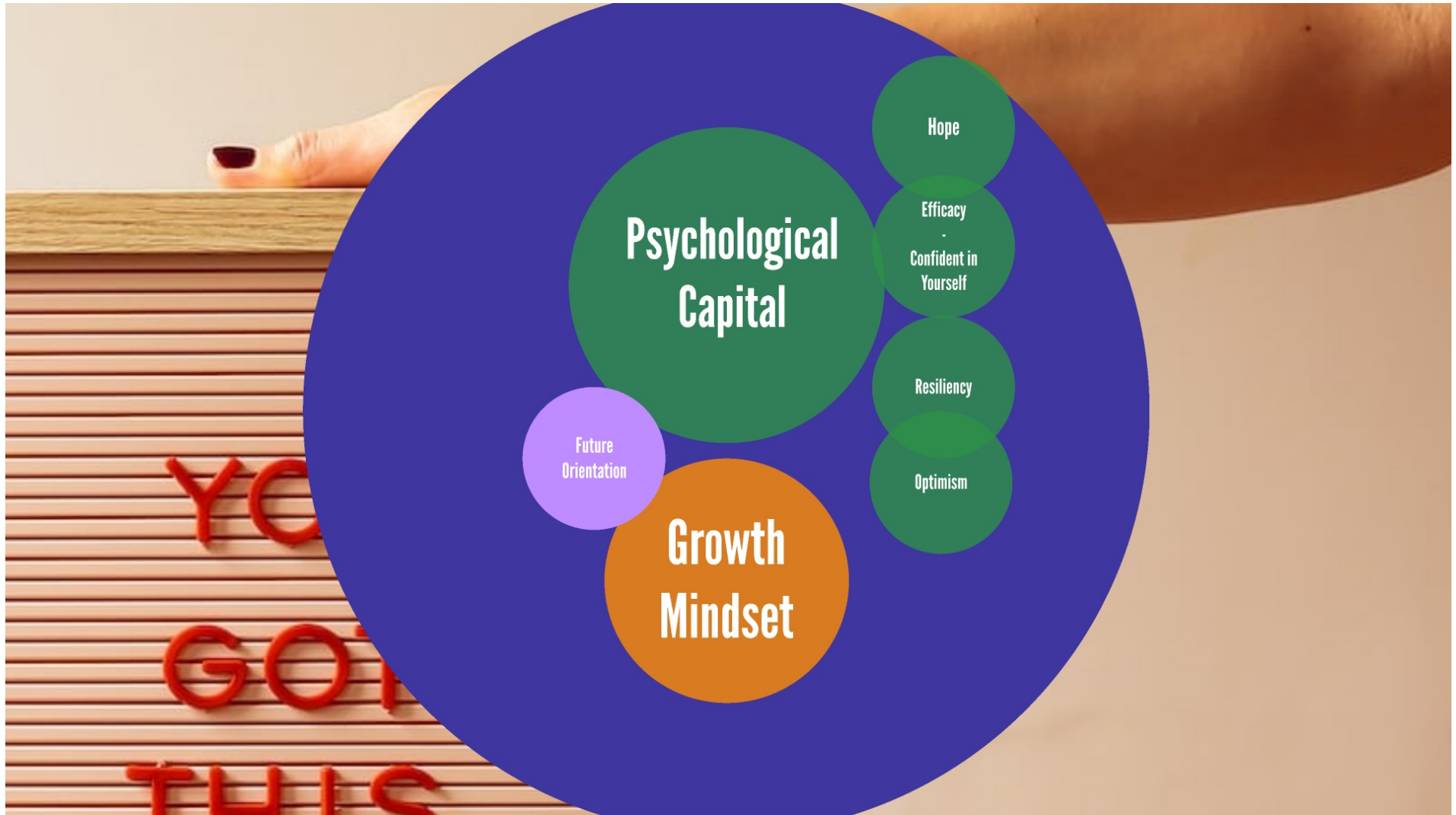
In her book, "Mindset," psychologist Carol Dweck says that success comes from having the right mindset rather than intelligence, talent or education. People with a fixed mindset believe that they're born with certain intelligence, skills and abilities that cannot change.







**Mindset generally**





**IN BRIEF**



**NEWS**



**MORE NEWS**

# NEWS







**IN BRIEF**



**NEWS**



**MORE NEWS**

# MORE NEWS





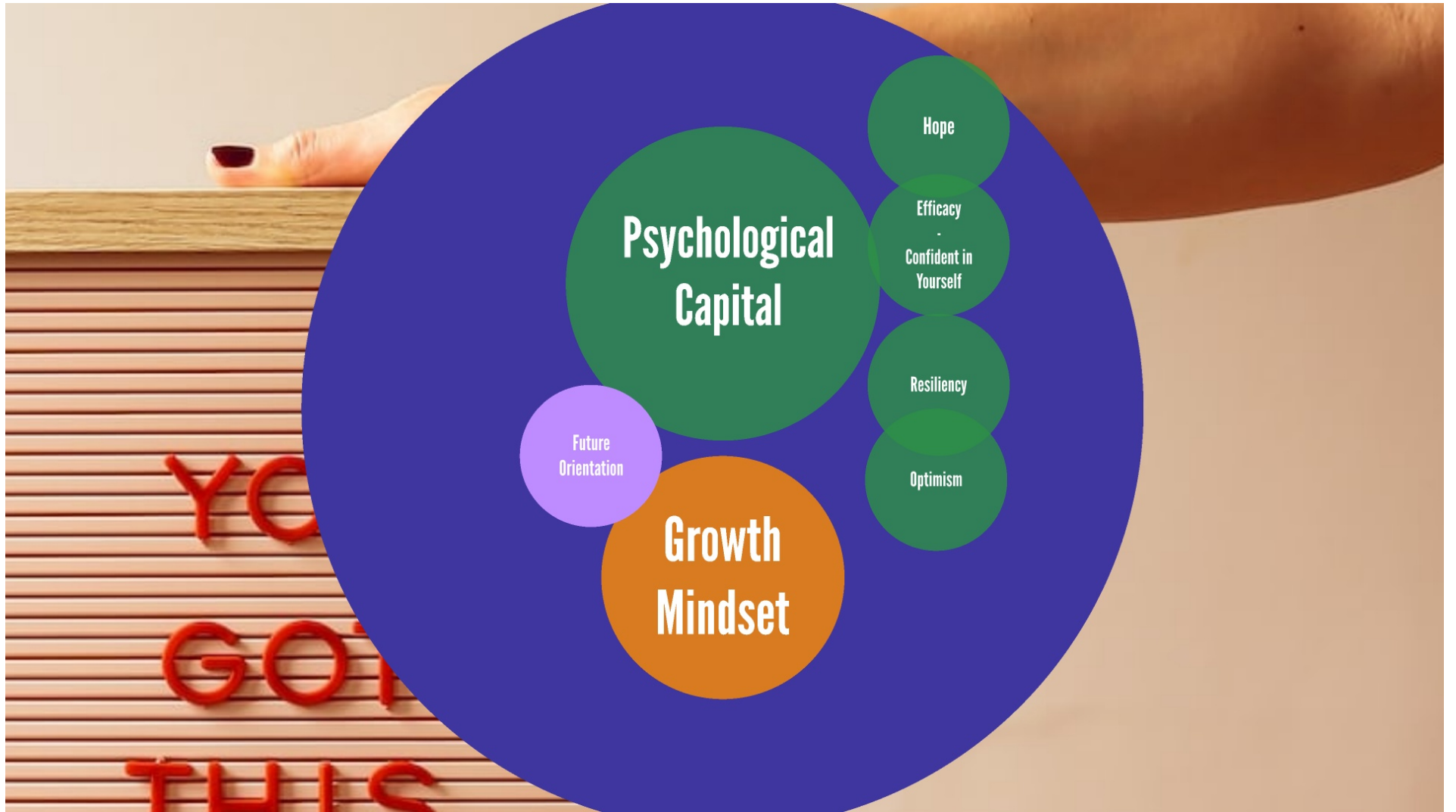
**IN BRIEF**



**NEWS**



**MORE NEWS**







**IN BRIEF**



**NEWS**



**MORE NEWS**

# NEWS





**IN BRIEF**



**NEWS**



**MORE NEWS**

# MORE NEWS







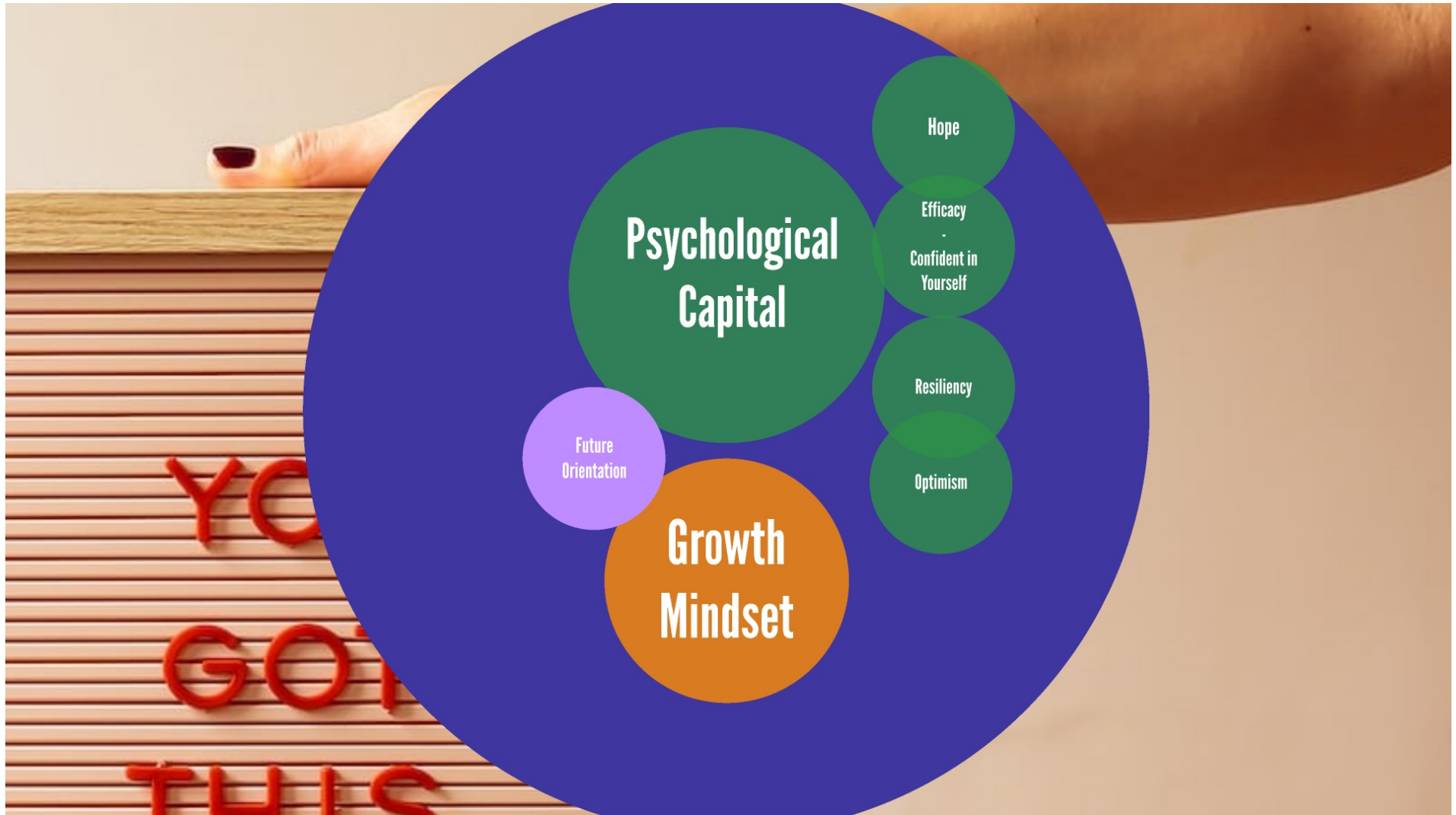
**IN BRIEF**



**NEWS**

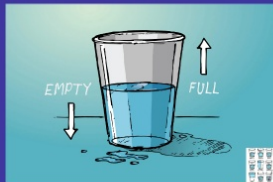


**MORE NEWS**



Seligman: "Positive thinking is the notion that if you think good thoughts, things will work out well. Optimism is the feeling of thinking things will be well and be hopeful."

### OPTIMIST VS. PESSIMIST EXPLANATORY STYLES



**NOT PERSONAL**

"WELL, THIS IS NOT ENTIRELY MY FAULT."

**PERSONAL**

"IT IS ME! IT IS ALL MY FAULT."

**LOCAL**

"IT ALL RELATES ONLY TO THIS ONE SITUATION. I WILL DO BETTER NEXT TIME."

**PERVASIVE**

"I CANNOT DO ANYTHING RIGHT! I ALWAYS MESS UP!"

**TEMPORARY**

"THIS WILL PASS."

**PERMANENT**

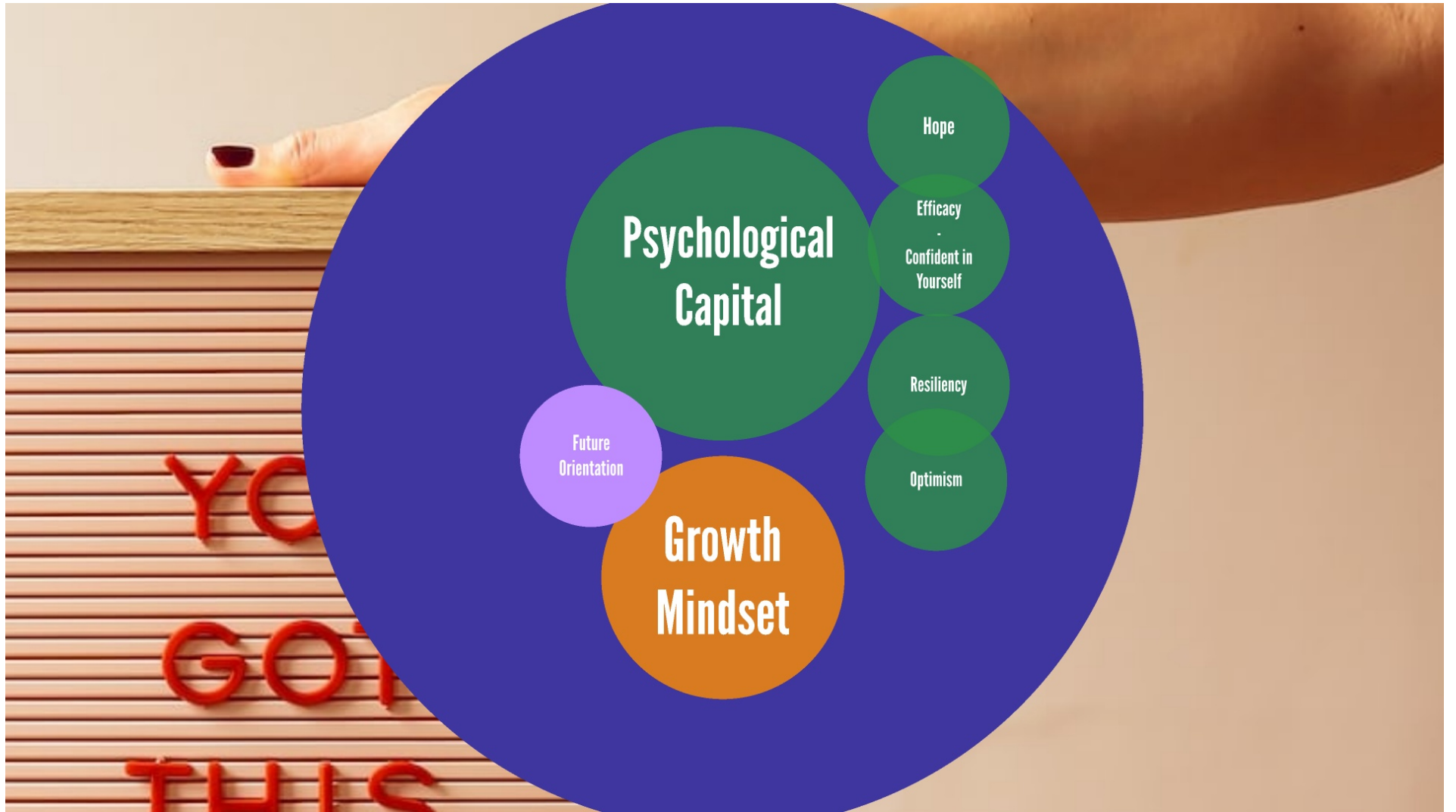
"THIS WILL LAST FOREVER!"

**CONTROL**

"THERE MUST BE SOMETHING I CAN DO ABOUT IT!"

**POWERLESSNESS**

PARK YOUR CAR A BIT FARTHER AND WALK



# EVENTS

REVIEW OF  
PAST EVENTS

UPCOMING

# REVIEW OF PAST EVENTS





# EVENTS

REVIEW OF  
PAST EVENTS

UPCOMING

# UPCOMING



MARCH



MAY



AUGUST

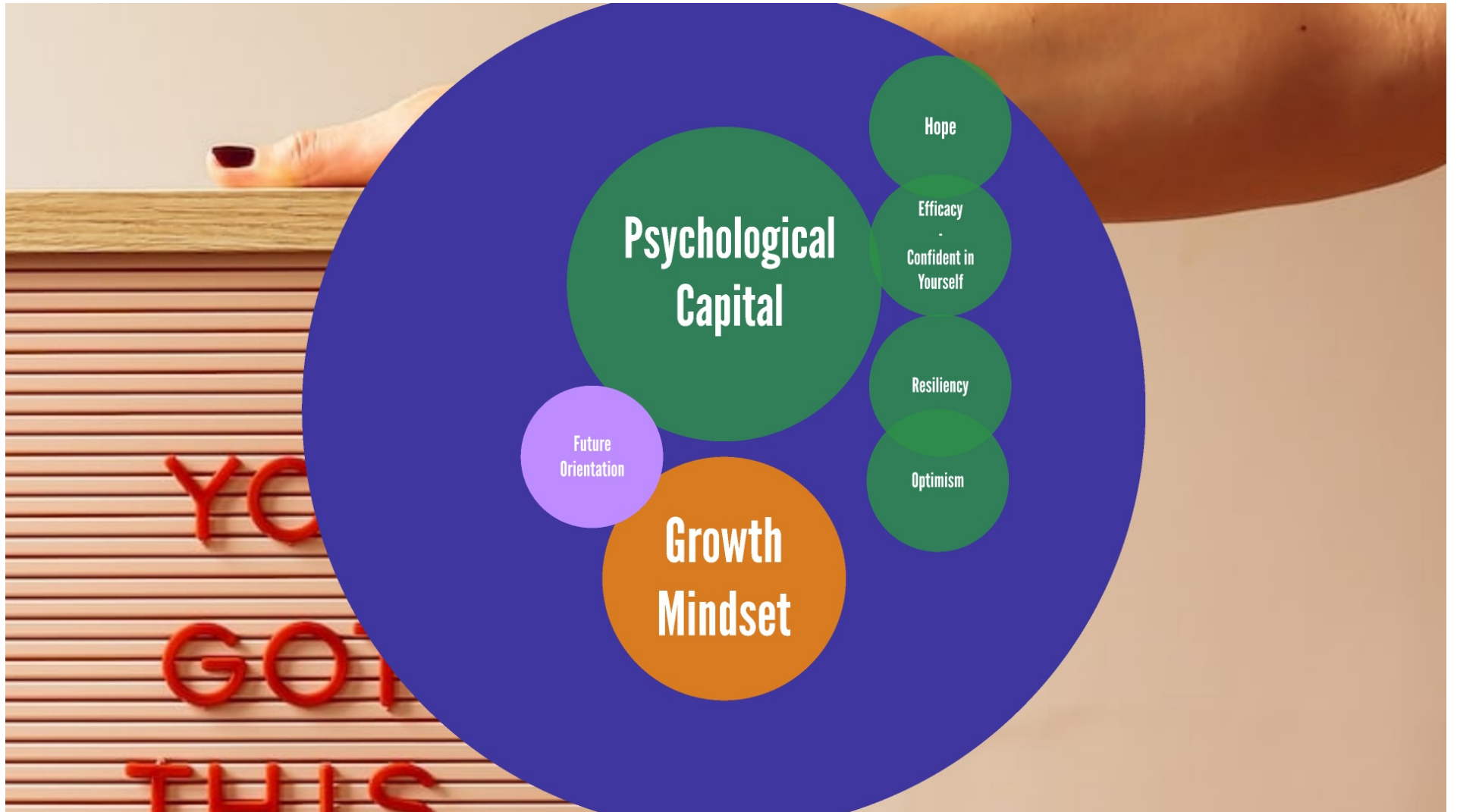


NOVEMBER

# EVENTS

REVIEW OF  
PAST EVENTS

UPCOMING



# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!

**Oxford Languages**

**Amily Crum**



**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**



Přibližný počet výsledků: 99 600 000 (0,57 s)



# mindset

*/ˈmɪn(d)set/*

*noun*

the established set of attitudes held by someone.  
"the region seems stuck in a medieval mindset"

Přeložit mindset do

1. myšlení

Definice od poskytovatele Oxford Languages



Další definice a původ slova

Přibližný počet výsledků: 99 600 000 (0,57 s)



mindset

/ˈmɪn(d)set/

*noun*

the established set of attitudes held by someone.  
"the region seems stuck in a medieval mindset"

Přeložit mindset do

1. myšlení

Definice od poskytovatele Oxford Languages



Další definice a původ slova

**Oxford Languages**

**Emily Crum**



**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**

EMOTIONAL **AGILITY**  
NEWSLETTER

A growth mindset  
puts you in the driver's  
seat of your own life  
and empowers you to  
take the wheel.

SUSAN DAVID

**Oxford Languages**

**Emily Crum**



**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**



NEW YORK TIMES  
BESTSELLER

ANGELA  
DUCKWORTH  
**GRIT**  
THE POWER of PASSION

**"As much as  
talent counts,  
effort counts  
twice"**

Without effort, your talent is nothing more than unmet potential. Without effort, your skill is nothing more than what you could have done but didn't.

Angela Duckworth

quoteology



**Oxford Languages**

**Emily Crum**



**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**



## Growth or Fixed Mindsets

"The underlying beliefs people have about learning and intelligence."

"In a growth mindset, people believe that their **most basic abilities can be developed through dedication and hard work**—brains and talent are just the starting point.

This view creates a **love of learning and a resilience** that is essential for great accomplishment."  
( Dweck, 2015)

**Oxford Languages**

**Emily Crum**



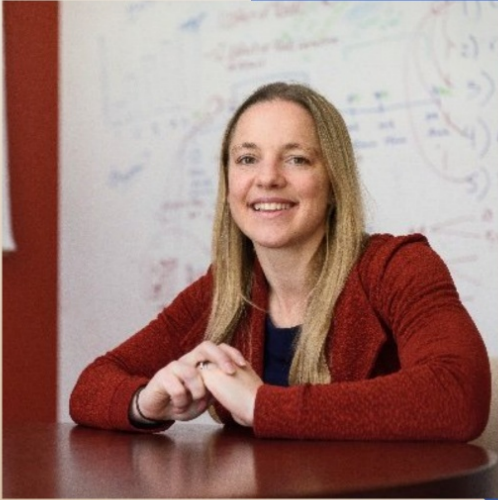
**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**







"Mindsets are our core assumptions that we make about the things and processes in the world that orient us to a particular set of expectations, explanations, and goals."





"Mindsets are our core assumptions that we make about the things and processes in the world that orient us to a particular set of expectations, explanations, and goals."

For example: "aging is an inevitable decline", "failing at school means that I am not smart enough", "healthy foods taste bad."







"Mindsets are our core assumptions that we make about the things and processes in the world that orient us to a particular set of expectations, explanations, and goals."

For example: "aging is an inevitable decline", "failing at school means that I am not smart enough", "healthy foods taste bad."

The world is complex and uncertain and yet we need to predict what will happen in order to act. Mindsets are our human way of simplifying and understanding a complex reality.



**"Mindsets are our core assumptions that we make about the things and processes in the world that orient us to a particular set of expectations, explanations, and goals."**

**For example: "aging is an inevitable decline", "failing at school means that I am not smart enough", "healthy foods taste bad."**

**The world is complex and uncertain and yet we need to predict what will happen in order to act. Mindsets are our human way of simplifying and understanding a complex reality.**

**The mindsets we adopt are not right/wrong, true/false, but they do have an impact. Mindsets can change our reality by shaping what we pay attention to, how we feel, what we do, and what our bodies prioritize and prepare to do.**



"Mindsets are our core assumptions that we make about the things and processes in the world that orient us to a particular set of expectations, explanations, and goals."

For example: "aging is an inevitable decline", "failing at school means that I am not smart enough", "healthy foods taste bad."

The world is complex and uncertain and yet we need to predict what will happen in order to act. Mindsets are our human way of simplifying and understanding a complex reality.

The mindsets we adopt are not right/wrong, true/false, but they do have an impact. Mindsets can change our reality by shaping what we pay attention to, how we feel, what we do, and what our bodies prioritize and prepare to do.

BELIEVES

ATTITUDES

BEHAVIOR

LIFESTYLE



**Oxford Languages**

**Emily Crum**



**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**

**MINDSET**

**SETTING OF OUR MIND**



**MINDSET**  
**SETTING OF OUR MIND**



assumptions



**MINDSET**  
**SETTING OF OUR MIND**

A large blue circle is centered on a dark blue background. Inside the circle, the word 'MINDSET' is written in large, bold, pink and light blue letters. Below it, the phrase 'SETTING OF OUR MIND' is written in white and pink letters. On the right side of the circle, four curved arrows point outwards towards the words 'assumptions' and 'beliefs', which are written in pink text outside the circle.

assumptions

beliefs





# MINDSET

SETTING OF OUR MIND

assumptions

beliefs

expectations

explanations

goals



**Oxford Languages**

**Emily Crum**



**Mindset  
mindman**

**Carol Dweck**

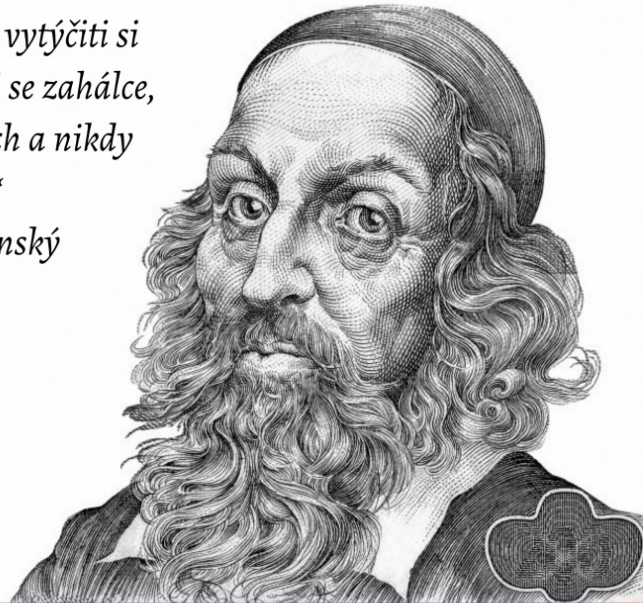
**Angela  
Duckworth**

**Susan David**

**JAK**

*„Především je třeba vytýčiti si vysoký cíl, vyhýbati se zahálce, nezoufati v nehodách a nikdy neklesati na mysli.“*

*— Jan Amos Komenský*





**Oxford Languages**

**Emily Crum**



**Mindset  
mindman**

**Carol Dweck**

**Angela  
Duckworth**

**Susan David**

**JAK**

# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!

"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)



extension

Main Principle

Carol Dweck

How to develop GM

Unlocking Potential of Learning at School

Mindset & healthy way of living

**"Success comes from having the right mindset rather than intelligence, talent or education."**

**Learning**

**Fixed  
Mindset**

**Growth  
Mindset**

**Fixed  
vs. Growth  
Mindset**



Definice ze zdroje Oxford Languages · Další informace

## learning

/ˈlə:nɪŋ/

noun

the acquisition of knowledge or skills through study, experience, or being taught.  
"these children experienced difficulties in learning"

**Podobný význam:** study studying education schooling tuition teaching

- knowledge acquired through study, experience, or being taught.  
"I liked to parade my learning in front of my sisters"

**Podobný význam:** scholarship knowledge education erudition culture

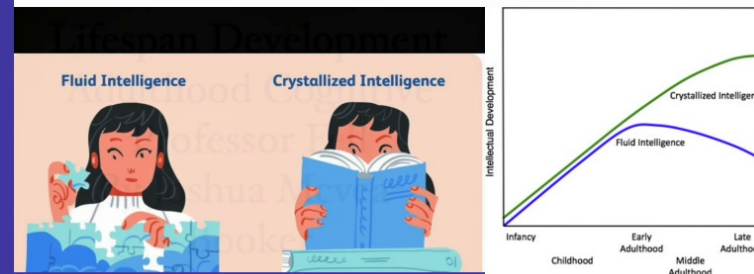
- a thing learned by experience; a lesson.

plural noun: **learnings**

"the learnings from the mission will help NASA plan for a future mission to Mars"

### But aren't some people naturally smarter than others?

**Yes and no.** People are born with unique genetic structures, meaning they are initially better than others at different things. However, those with a growth mindset believe that one can always improve, catch up, or even surpass others' natural talents. This is where teachers play a crucial role in shaping a student's confidence and outlook on school through productive, continuous feedback. It is crucial that "teachers who understand the growth mindset do everything in their power to unlock that learning," (Dweck, 2015).

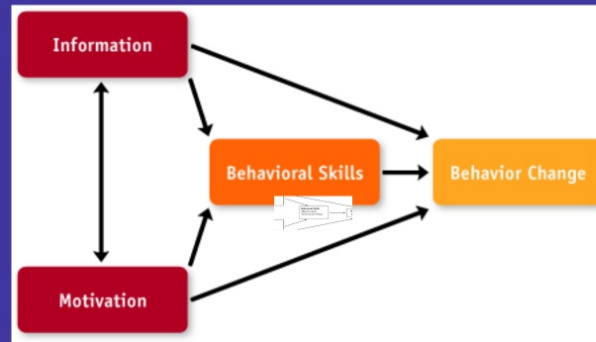


IMB model

JAK

Self-fulfilling  
prophecy (Merton,  
1948)

## The Information-Motivation-Behavioral Skills Model (Fisher & Fisher, 2009)





Definice ze zdroje Oxford Languages · Další informace

## learning

/ˈlə:nɪŋ/

noun

the acquisition of knowledge or skills through study, experience, or being taught.  
"these children experienced difficulties in learning"

**Podobný význam:** study studying education schooling tuition teaching

- knowledge acquired through study, experience, or being taught.  
"I liked to parade my learning in front of my sisters"

**Podobný význam:** scholarship knowledge education erudition culture

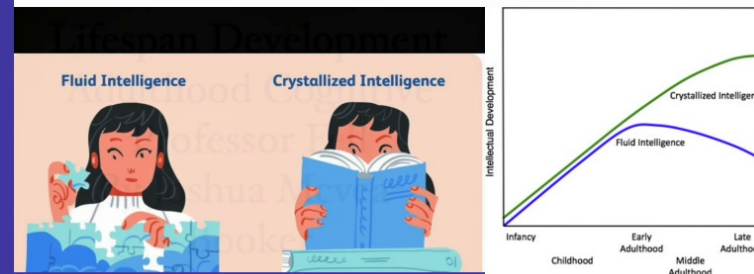
- a thing learned by experience; a lesson.

plural noun: **learnings**

"the learnings from the mission will help NASA plan for a future mission to Mars"

### But aren't some people naturally smarter than others?

**Yes and no.** People are born with unique genetic structures, meaning they are initially better than others at different things. However, those with a growth mindset believe that one can always improve, catch up, or even surpass others' natural talents. This is where teachers play a crucial role in shaping a student's confidence and outlook on school through productive, continuous feedback. It is crucial that "teachers who understand the growth mindset do everything in their power to unlock that learning," (Dweck, 2015).

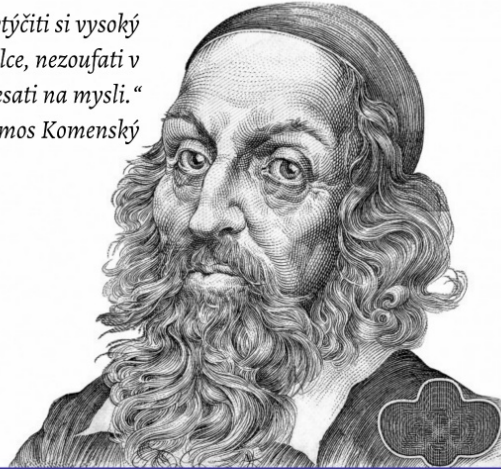


IMB model

JAK

Self-fulfilling  
prophecy (Merton,  
1948)

*„Především je třeba vytýčiti si vysoký  
cíl, vyhýbati se zahálce, nezoufati v  
nehodách a nikdy neklesati na mysl.“  
— Jan Amos Komenský*



Definice ze zdroje Oxford Languages · Další informace

## learning

/ˈlə:nɪŋ/

noun

the acquisition of knowledge or skills through study, experience, or being taught.  
"these children experienced difficulties in learning"

**Podobný význam:** study studying education schooling tuition teaching

- knowledge acquired through study, experience, or being taught.  
"I liked to parade my learning in front of my sisters"

**Podobný význam:** scholarship knowledge education erudition culture

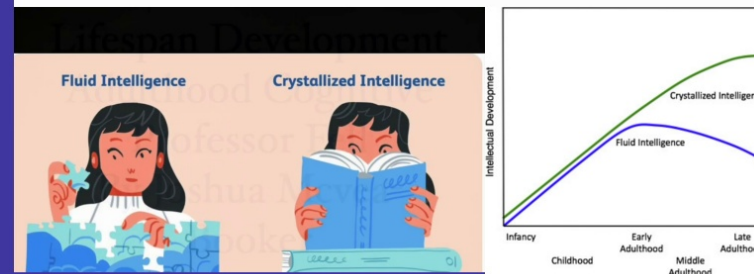
- a thing learned by experience; a lesson.

plural noun: **learnings**

"the learnings from the mission will help NASA plan for a future mission to Mars"

### But aren't some people naturally smarter than others?

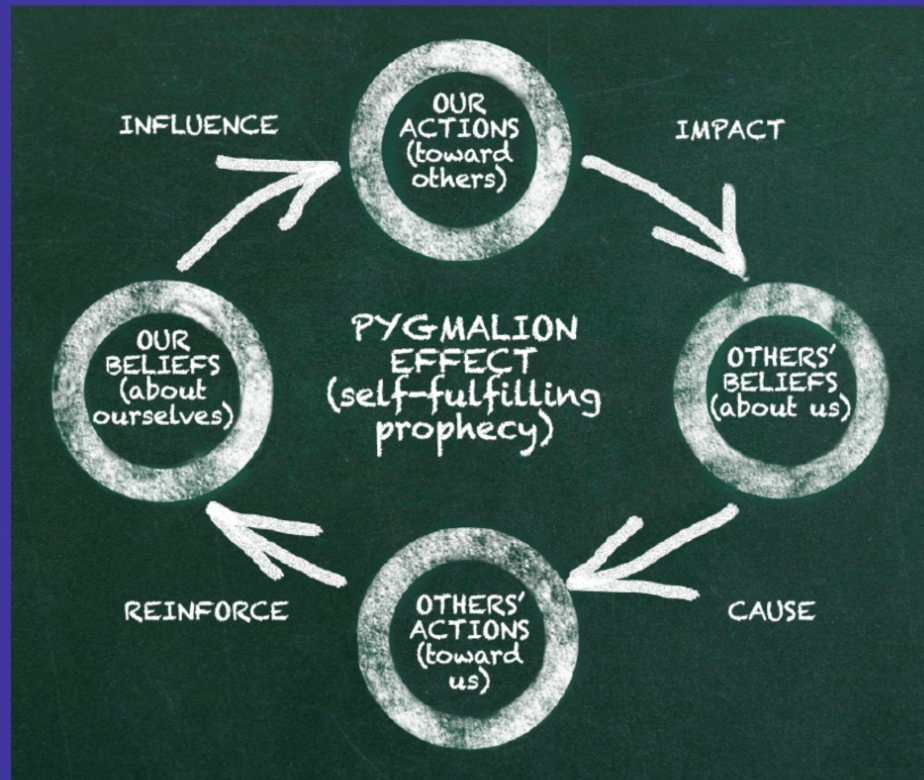
**Yes and no.** People are born with unique genetic structures, meaning they are initially better than others at different things. However, those with a growth mindset believe that one can always improve, catch up, or even surpass others' natural talents. This is where teachers play a crucial role in shaping a student's confidence and outlook on school through productive, continuous feedback. It is crucial that "teachers who understand the growth mindset do everything in their power to unlock that learning," (Dweck, 2015).



IMB model

JAK

Self-fulfilling  
prophecy (Merton,  
1948)



### Self-Fulfilling Prophecy



- **Pygmalion Effect**
  - Someone's high expectations for another person result in high performance
- **Galatea Effect**
  - An individual's high self-expectations lead to high performance
- **Golem Effect**
  - Loss in performance due to low leader expectations



Definice ze zdroje Oxford Languages · Další informace

## learning

/ˈlə:nɪŋ/

noun

the acquisition of knowledge or skills through study, experience, or being taught.  
"these children experienced difficulties in learning"

**Podobný význam:** study studying education schooling tuition teaching

- knowledge acquired through study, experience, or being taught.  
"I liked to parade my learning in front of my sisters"

**Podobný význam:** scholarship knowledge education erudition culture

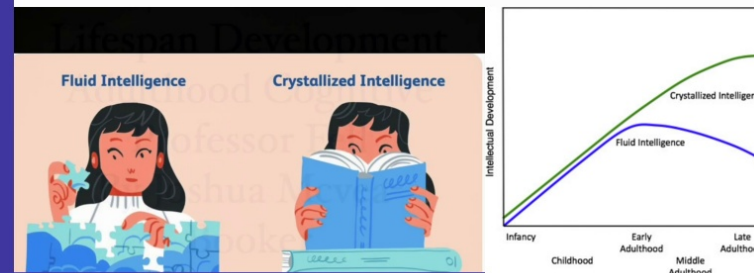
- a thing learned by experience; a lesson.

plural noun: **learnings**

"the learnings from the mission will help NASA plan for a future mission to Mars"

### But aren't some people naturally smarter than others?

**Yes and no.** People are born with unique genetic structures, meaning they are initially better than others at different things. However, those with a growth mindset believe that one can always improve, catch up, or even surpass others' natural talents. This is where teachers play a crucial role in shaping a student's confidence and outlook on school through productive, continuous feedback. It is crucial that "teachers who understand the growth mindset do everything in their power to unlock that learning," (Dweck, 2015).



IMB model

JAK

Self-fulfilling  
prophecy (Merton,  
1948)

**"Success comes from having the right mindset rather than intelligence, talent or education."**

**Learning**

**Fixed  
Mindset**

**Growth  
Mindset**

**Fixed  
vs. Growth  
Mindset**



„I am a certain type of a person,  
and there is not much I can do  
about it.“

What is  
being fixed?

### FIXED MINDSET

#predetermination

#stagnation

#black&white

#fear

#failing

**I RATHER AVOID CHALLENGES.  
WHAT IF I LOSE!**



**WHEN I SEE OBSTACLES, I  
GIVE UP EASILY. LOSING  
DOES NOT FEEL GOOD.**



**EFFORT MEANS THAT BECAUSE I  
AM NOT GOOD ENOUGH, I HAVE  
TO TRY HARD.**



**I DON'T LIKE NEGATIVE  
FEEDBACK. OUCH!**



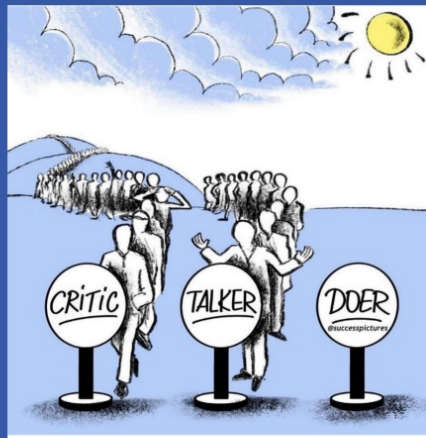
**I FEEL UNCOMFORTABLE  
WHEN I SEE OTHERS SUCCEED.**



**Fixed Mindset:** “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.” (Dweck, 2015)

People with a fixed mindset believe **that they're born** with certain intelligence, skills and abilities that cannot change.

The fixed mindset: “I can't do it”.



„I am a certain type of a person,  
and there is not much I can do  
about it.“

What is  
being fixed?

### FIXED MINDSET

#predetermination

#stagnation

#black&white

#fear

#failing

**I RATHER AVOID CHALLENGES.  
WHAT IF I LOSE!**



**WHEN I SEE OBSTACLES, I  
GIVE UP EASILY. LOSING  
DOES NOT FEEL GOOD.**



**EFFORT MEANS THAT BECAUSE I  
AM NOT GOOD ENOUGH, I HAVE  
TO TRY HARD.**



**I DON'T LIKE NEGATIVE  
FEEDBACK. OUCH!**



**I FEEL UNCOMFORTABLE  
WHEN I SEE OTHERS SUCCEED.**



**"Success comes from having the right mindset rather than intelligence, talent or education."**

**Learning**

**Fixed  
Mindset**

**Growth  
Mindset**

**Fixed  
vs. Growth  
Mindset**

# „I can cultivate my skills and personal traits with effort.“

## GROWTH MINDSET

#engagement  
#practice  
#perseverance  
#skills  
#experiences  
#challenge  
#iknowmyself  
#flourishing  
#change  
#success

**CHALLENGES MAKE ME EXCITED.  
CHALLENGE ACCEPTED!**



**OBSTACLES MAKE ME WANT  
TO TRY OVER AND OVER!**



**EFFORT IS MY WAY TO SUCCESS  
AND ACHIEVEMENT!**



**NEGATIVE FEEDBACK HELPS ME TO  
GET BETTER AND TO GROW.**



**SUCCESS OF OTHERS IS  
INSPIRATIONAL!**



What is  
being in  
growth?



**Growth Mindset:** “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015)

People with a growth mindset believe that **skills can be cultivated** through effort and they thrive on challenges. It is about overcoming obstacles and recognizing effort

The growth mindset: “I can’t do it yet”.



# „I can cultivate my skills and personal traits with effort.“

## GROWTH MINDSET

#engagement  
#practice  
#perseverance  
#skills  
#experiences  
#challenge  
#iknowmyself  
#flourishing  
#change  
#success

**CHALLENGES MAKE ME EXCITED.  
CHALLENGE ACCEPTED!**



**OBSTACLES MAKE ME WANT  
TO TRY OVER AND OVER!**



**EFFORT IS MY WAY TO SUCCESS  
AND ACHIEVEMENT!**



**NEGATIVE FEEDBACK HELPS ME TO  
GET BETTER AND TO GROW.**



**SUCCESS OF OTHERS IS  
INSPIRATIONAL!**



What is  
being in  
growth?

**"Success comes from having the right mindset rather than intelligence, talent or education."**

**Learning**

**Fixed  
Mindset**

**Growth  
Mindset**

**Fixed  
vs. Growth  
Mindset**

Challenges

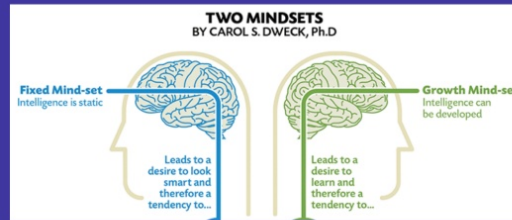
Obstacles

Effort

Criticism

Success of  
others

Their  
success?



Challenges

Obstacles

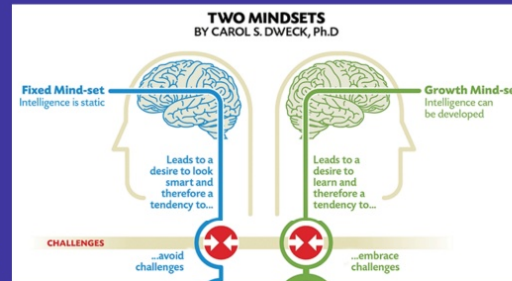
Effort

Criticism

Success of others

Their success?





Challenges

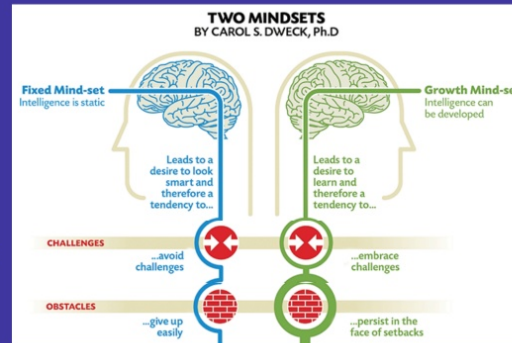
Obstacles

Effort

Criticism

Success of others

Their success?



Challenges

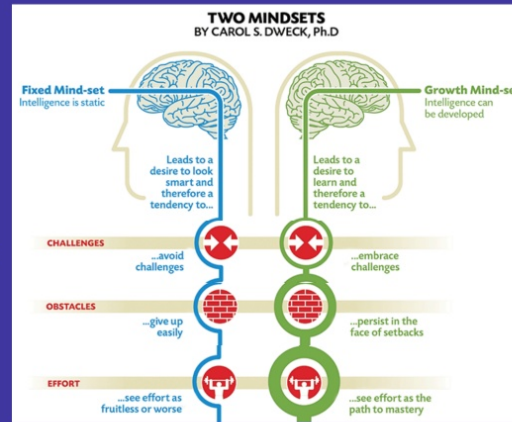
Obstacles

Effort

Criticism

Success of others

Their success?



Challenges

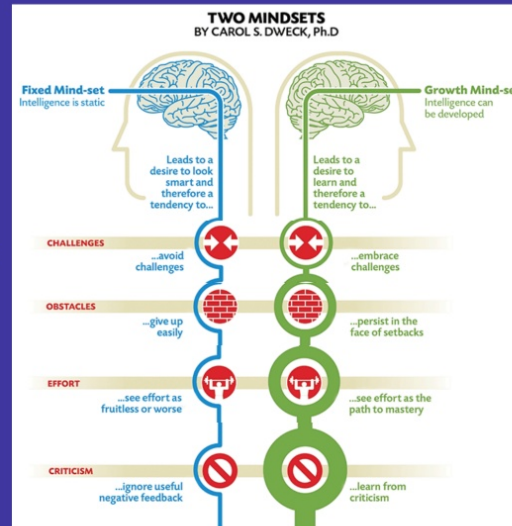
Obstacles

Effort

Criticism

Success of others

Their success?



Challenges

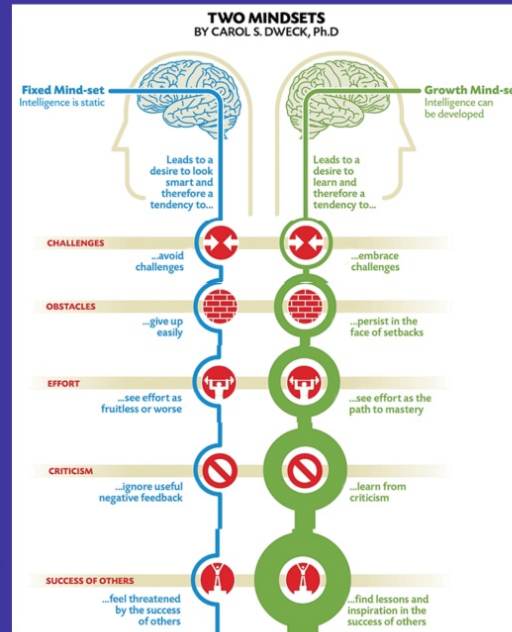
Obstacles

Effort

Criticism

Success of others

Their success?



Challenges

Obstacles

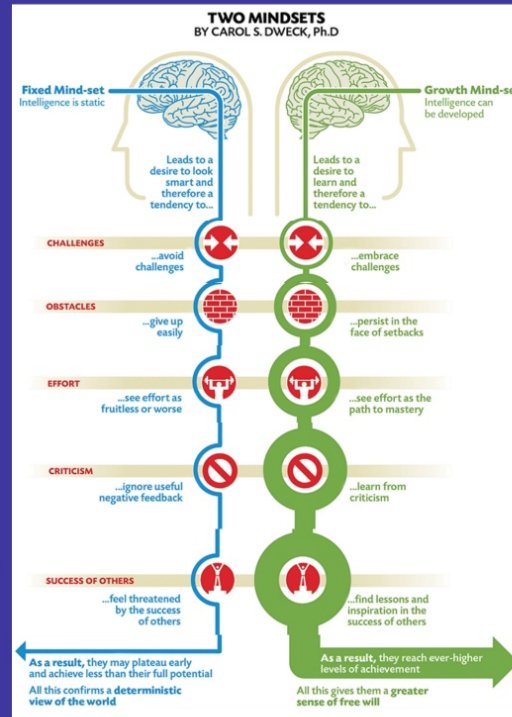
Effort

Criticism

Success of others

Their success?





Challenges

Obstacles

Effort

Criticism

Success of others

Their success?

**"Success comes from having the right mindset rather than intelligence, talent or education."**

**Learning**

**Fixed  
Mindset**

**Growth  
Mindset**

**Fixed  
vs. Growth  
Mindset**

"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)



extension

Main Principle

Carol Dweck

How to develop GM

Unlocking Potential of Learning at School

Mindset & healthy way of living

YO  
G  
TH

## How can I apply all this into my life?

## Summary

Your goal, according to the author Carol S. Dweck, should always be to seek the growth mindset in all areas of your life. To do this, always focus on the solution and not the problem. Embrace all challenges and situations as opportunities for growth.

If you are studying, understand that a grade is the result of a set of situations at a given time and does not determine who you are. If you want to improve, just study harder, and prepare yourself mentally.

Seek to stimulate the thought of growth in your children and the people around you. This means valuing effort and not the result, rejecting limiting and judgmental thoughts, and focusing on learning opportunities.

summAry

# Mindset

---

# Summary

Summary

suMMary

summaRY

04



"[Children with a growth mindset] knew that human qualities, such as intellectual skills, could be cultivated through effort".

"Not only were [the children with a growth mindset] not discouraged by failure, they didn't even think they were failing. They thought they were learning".

"What are the consequences of thinking that your intelligence or personality is something you can develop, as opposed to something that is a fixed, deep-seated trait?"

"Robert Sternberg, the present-day guru of intelligence, writes that the major factor in whether people achieve expertise 'is not some fixed prior ability, but purposeful engagement'."

"For twenty years, my research has shown that the view you adopt for yourself profoundly affects the way you lead your life".



summAry

# Mindset

---

# Summary

Summary

suMMary

summaRY

04

“Believing that your qualities are carved in stone—the fixed mindset—creates an urgency to prove yourself over and over”.

“This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—everyone can change and grow through application and experience”.

“Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them?”

“The passion for stretching yourself and sticking to it, even (or especially) when it’s not going well, is the hallmark of the growth mindset”.

summAry

# Mindset

---


# Summary

Summary

suMMary

summaRY

04



"The fixed mindset makes you concerned with how you'll be judged; the growth mindset makes you concerned with improving".

"When you enter a mindset, you enter a new world. In one world—the world of fixed traits—success is about proving you're smart or talented. Validating yourself. In the other—the world of changing qualities—it's about stretching yourself to learn something new. Developing yourself".

"Benjamin Barber, an eminent sociologist, once said, 'I don't divide the world into the weak and the strong, or the successes and the failures.... I divide the world into the learners and non-learners.'"

"People in a growth mindset don't just seek challenge, they thrive on it".

"We gave fifth graders intriguing puzzles, which they all loved. But when we made them harder, children with the fixed mindset showed a big plunge in enjoyment".

summAry

# Mindset

---

# Summary

Summary

suMMary

summaRY

04

“For [people with a growth mindset] it’s not about immediate perfection. It’s about learning something over time: confronting a challenge and making progress”.

“‘Becoming is better than being’. The fixed mindset does not allow people the luxury of becoming. They have to already be”.

“People with the growth mindset know that it takes time for potential to flower”.

“College students, after doing poorly on a test, were given a chance to look at tests of other students. Those in the growth mindset looked at the tests of people who had done far better than they had. As usual, they wanted to correct their deficiency. But students in the fixed mindset chose to look at t



summAry

# Mindset

---

# Summary

Summary

suMMary

summaRY

04

YO  
G  
TH

## How can I apply all this into my life?

## Summary

Your goal, according to the author Carol S. Dweck, should always be to seek the growth mindset in all areas of your life. To do this, always focus on the solution and not the problem. Embrace all challenges and situations as opportunities for growth.

If you are studying, understand that a grade is the result of a set of situations at a given time and does not determine who you are. If you want to improve, just study harder, and prepare yourself mentally.

Seek to stimulate the thought of growth in your children and the people around you. This means valuing effort and not the result, rejecting limiting and judgmental thoughts, and focusing on learning opportunities.

"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)



extension

Main Principle

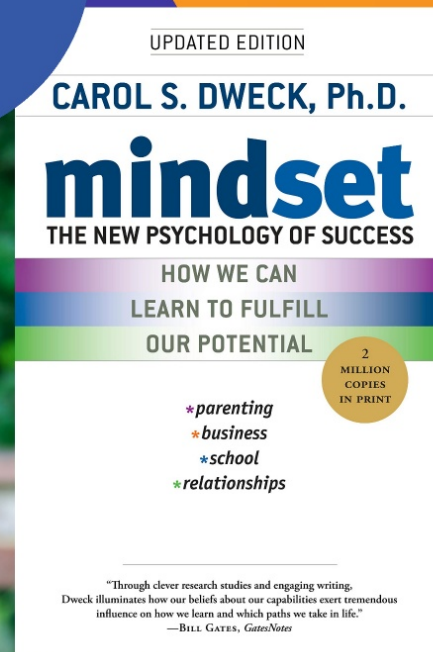
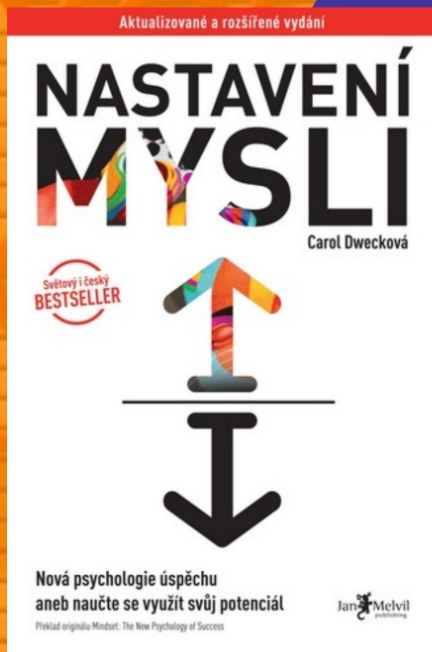
Carol Dweck

How to develop GM

Unlocking Potential of Learning at School

Mindset & healthy way of living

Carol  
Dweck



<https://dci.stanford.edu/wp-content/uploads/2018/03/mindset-chap-1-3.pdf>

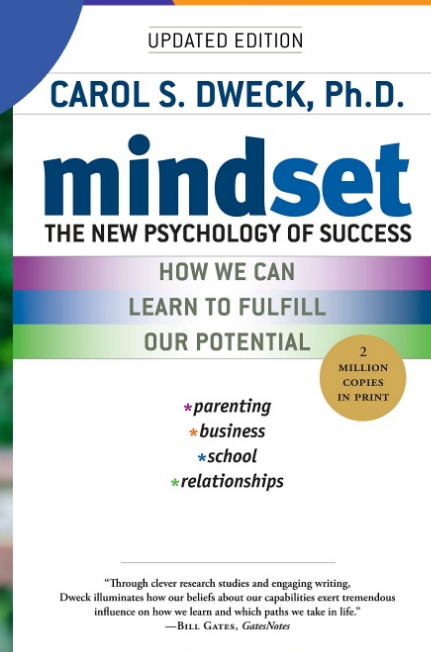
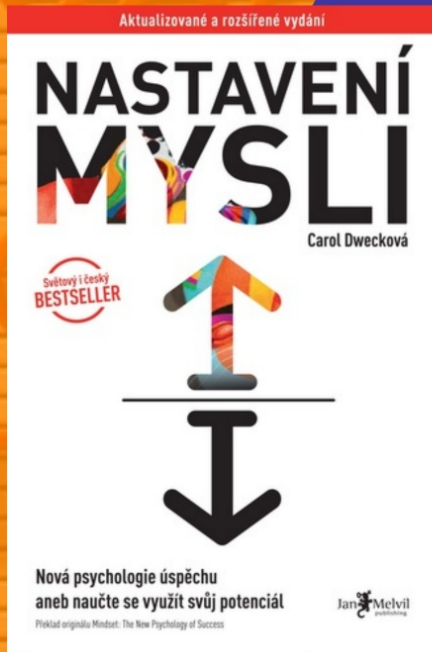


**No matter what your ability is, effort is  
what ignites that ability and turns it into  
accomplishment.**

**ABILITY ≠ ACCOMPLISHMENT  
ABILITY + EFFORT = ACCOMPLISHMENT**



Carol  
Dweck



<https://dci.stanford.edu/wp-content/uploads/2018/03/mindset-chap-1-3.pdf>



"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)

YOU  
GOT  
THIS



extension



## reinforcing statements

1. Notice your saboteur when learning and failing in something and change your self talk from "I can do it" to "I can do it YET"!
2. Change your self-talk and champion yourself with words like "I can do it", "I can learn it", "I will get better with some effort"!
3. View school challenges as opportunities.
4. Replace "I am failing" with "I am learning."
5. Try different learning tactics.
6. Focus on the process over the end result. Appreciate you trying hard.
7. Have fun when learning new things and overcoming obstacles!
8. Do things for yourself rather than for others.
9. Value your effort and the effort of others, not accomplishments.
10. Celebrate growth with others!
11. Learn from criticism and celebrate your growth!
12. Learn to reveal purpose in everything you do.
13. Set intentions before any school activity.
14. Use the word "not yet".
15. Practice self compassion. It is ok to fail. It is important not to give up!

## Mindset exercises

### Changing your mindset

# Changing your mindset

Mindset and  
Leadership

Beyond school  
Environment

MS vs. Personal  
Relationships

Changing your  
MS

While mindsets produce definitive worldviews, people can change as they learn new skills. Human beings can be taught to react in different ways, such as facing challenges and thinking differently.

For example, when athletes with a growth mindset challenge themselves, they develop positive traits. According to researchers, these athletes did not achieve success on their own.

They focused on the process and ignored distractions, taking advantage of the challenge as much as the positive conclusion. They learned from failures and recognized that hard work brought personal gain.

Dweck says that in contrast, fixed mindset athletes forced themselves to win to show that they were better than their competitors. When they lost, however, they felt depressed.

| Oslabuje růstové nastavení myslí a houževnatost  | Posiluje růstové nastavení myslí a houževnatost <sup>24</sup>  |
|--|--|
| „Máš opravdu přirozený talent. To se mi líbí.“   | „Skvěle se učíš nové věci! To se mi líbí.“   |
| „No, upoří ji to skvěle!“  | „Tak to se nepovedlo, nevadí. Podívej se podívat, jak bys to mohl dělat jinak, aby to mohlo fungovat.“ |
| „Skvělá práce! Je tak talentovaný!“  | „Skvělá práce! A je nějaká věc, která se dala udělat ještě lépe?“                                      |
| „To je opravdu hodně těžké. Němoudr se trápí, jestli to neumí.“  | „To je opravdu hodně těžké. Němoudr se trápí, jestli ti to zatím nejde.“                               |
| „Mohlš toto prostě není tvoje silná stránka. Neboj – máš jiné věci, se kterými se můžeš uplatnit.“ <sup>25</sup> | „Vim, mám vysoké potřeby. Ale uplatňuj je na tebe, protože vim, že jsi spolu můžeš dosáhnout.“         |

# Changing your mindset

Mindset and Leadership

Beyond school Environment

MS vs. Personal Relationships

Changing your MS





A leader with a fixed mindset can lead the company to bankruptcy. According to Dweck, one researcher found that when executives focus only on their personal reputation, this can cost a lot for the company.

The same scholar has discovered that executives who see themselves as geniuses or visionaries do not put together great teams.

Executives with a growth mindset are in the extreme opposite. Good leaders have a desire to learn. Studies show that there is no such thing as a "born leader". People become leaders by changing their personalities and accepting the challenge of life.

"Mindset" presents that instead of trying to find future leaders by their natural talent, companies must differentiate candidates for leadership positions for their individual development potential and provide opportunities for them to learn new skills.

In fact, when organizations give employees a chance to learn, they enable them to advance, earn more, and become more prepared for career challenges.



# Changing your mindset

Mindset and Leadership

Beyond school Environment

MS vs. Personal Relationships

Changing your MS



Dweck presents one research that shows that companies with leaders who have a growth mindset tend to look for employees who can correct shortcomings and find new solutions. These executives believe in people's ability to grow.

One study compared organizations according to the variation in their market value. When you compared companies that had exceptional growth with companies that did not grow, it was discovered that their success was tied to leaders who constantly examined the company's processes and challenged their failures.

Another study found that setting a task for students and explaining how success would be measured can determine which mindset they have developed.

"Mindset" says that teachers should be careful about the language used. Making blind praise can often disrupt students as they may mislead themselves about the speed of their learning, the efficiency of their study habits, or how much skill they have.

Praising students for their efforts and achievements causes them to pursue greater challenges. Kids can play innocuous praise - like "You learn fast because you're smart!" - to understand that learning slowly is a bad thing.

It is also not wise to protect children from failure. Not being the best, or failing, from time to time happens in life.

Parents who focus on being the best do not provide a replacement position for the child if he or she does not succeed, causing the child to blame others, devalue the activity, or develop low self-esteem.

# Changing your mindset

Mindset and Leadership

Beyond school Environment

MS vs. Personal Relationships

Changing your MS



Dweck says in "Mindset" that people with open mindsets have different reactions in personal relationships compared to fixed-minded individuals. The latter seek spontaneous affiliations and dramatic breakups, as well as delaying forgiveness for thinking that this is a show of weakness.

When relationships go wrong, people with fixed mindsets are forced to blame their partners. They deflect any personal guilt. In extreme cases, a person can be so competitive that he even daunts the partner's identity and accomplishments.

Your worldview can be a source of happiness or anxiety depending on the way you interpret events and how you react to them. People with a fixed mindset tend to be judgmental.

Psychologists have used cognitive therapy to encourage people to ask themselves the reason for making extreme judgments about others, and whether their opinions are justified, to see their emotions. This is a way to break the cycle of a fixed mindset and open new ways for growth.

# Changing your mindset

Mindset and Leadership

Beyond school Environment

MS vs. Personal Relationships

Changing your MS

**reinforcing  
statements**

**Mindset  
exercises**

**Changing your  
mindset**

1. Notice your saboteur when learning and failing in something and change your self talk from "I can do it" to "I can do it YET"!
2. Change your self-talk and champion yourself with words like "I can do it", "I can learn it", "I will get better with some effort"!
3. View school challenges as opportunities.
4. Replace "I am failing" with "I am learning."
5. Try different learning tactics.
6. Focus on the process over the end result. Appreciate you trying hard.
7. Have fun when learning new things and overcoming obstacles!
8. Do things for yourself rather than for others.
9. Value your effort and the effort of others, not accomplishments.
10. Celebrate growth with others!
11. Learn from criticism and celebrate your growth!
12. Learn to reveal purpose in everything you do.
13. Set intentions before any school activity.
14. Use the word "not yet".
15. Practice self compassion. It is ok to fail. It is important not to give up!



**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**



how the future changes based on the  
attitude we adopt today

<https://www.youtube.com/watch?v=42E2fAWM6rA>

**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**



**we are looking at the behavior and presenting examples of each MS**

A fixed mindset and growth mindset don't just show up in learning environments but everyday life too.

After that, write down examples of how each mindset can be applied in everyday life. These can be phrases that each mindset uses, their opinions to subjects like challenges, failure, and roadblocks, how they handle adversity, and so on.

**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

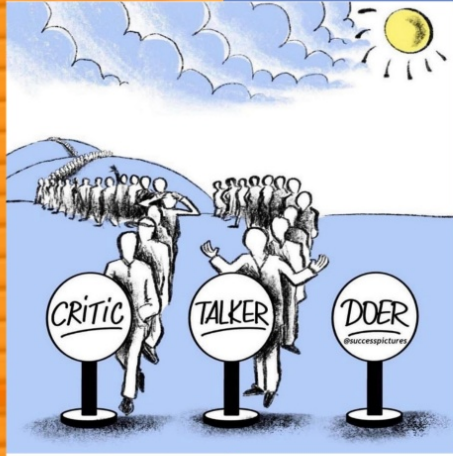
**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**

## 1 new activity (what, where, when)



One of the simplest growth mindset activities out there is to do it. Starting something new, whether it's learning something or building a habit, is the toughest part. If you have a fixed mindset, there are good odds that you're not eager to step out of that comfort zone.

If you want to develop a growth mindset, you'll need to change your attitude and start doing more. This isn't just focusing on stuff you're passionate about. It's also about exploring new passions. This means trying things you wouldn't have thought of.



**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**

## Think back to your first day at work.

Self-reflection is one of the growth mindset activities that looks at your external self rather than internal. It'll focus on your skills that you've built and how you were able to develop them.

Regardless of the mindset you have right now, reflecting this way can piece together many things. For one, it helps us to realize that when we first started something, we weren't good at it. And over time, we got used to it.



## Rebuild your own brain!

Neuroplasticity is the study of our brain and how it adapts to the environments, actions and experiences we go through life.[2] What this research uncovered was the fact that how we thought of brains before was all wrong.

For a long time, we thought our brain was a “non-renewable” organ. We never thought our brain could form other neurons on its own, let alone be able to grow and be shaped however we like.

What decades of research have uncovered is that, regardless of our age, we can grow and learn new things. After all, our brain contains many circuits and pathways.

What this means in simple terms is that, these pathways allow our brain to push us through a sequence of steps. The more we go through those steps, the more our brain builds up that pathway. It eventually forms a circuit that allows us to perform that task with more skill and speed than before.

Being aware of neuroplasticity and how it can impact our lives is key to our growth.

**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**

## What aren't you good at?

Better yet, to look for learning opportunities that you think you don't fit in for. This can be within your own industry or outside of it.

Whatever the case is, taking up something you are hesitant towards can build you up. The biggest reason for that is it teaches you to be comfortable with being uncomfortable. It also teaches you about how your attitude matters.

Again, someone with a fixed mindset would hesitate and give up when things get tough. Someone with a growth mindset will push forward in their own way.

By no means will learning a little about a subject or practicing a skill will make you a professional in that area. But it will bring you one step closer to being knowledgeable and good in that area. That can be the confidence you need to do this more and apply it to your life.



**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

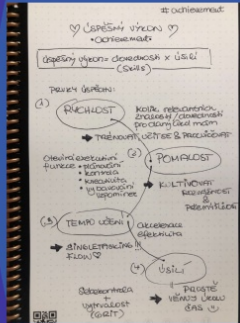
**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**

# Passion + Perseverance



Grit is what defines your perseverance to meet the goals that you set. It's the effort that you'll put into your work and your willingness to overcome obstacles and keep moving.

Developing grit comes down to finding something that you are interested in or have a passion for and continue to improve it. Another way to see it is that through hard and necessary work, you can develop, improve, and succeed in that area over time.

To develop grit is to surround yourself with those who have grit as well. Find the people who stick to their goals and work closely with them. Being with those who show up every day will ensure you become like them in time.

Dr. Angela Duckworth's book *Grit* is a good read to help you develop grit.

**Take  
Action**

**Develop  
Grit**

**Actively Look for  
Opportunities to Learn**

# **Mindset exercises**

**Lost Generation**

**(L Ho, 2021)**

**Mindset 24/7**

**Research NeuroPlasticity**

**Self-Reflection**

**reinforcing  
statements**

**Mindset  
exercises**

**Changing your  
mindset**

1. Notice your saboteur when learning and failing in something and change your self talk from "I can do it" to "I can do it YET"!
2. Change your self-talk and champion yourself with words like "I can do it", "I can learn it", "I will get better with some effort"!
3. View school challenges as opportunities.
4. Replace "I am failing" with "I am learning."
5. Try different learning tactics.
6. Focus on the process over the end result. Appreciate you trying hard.
7. Have fun when learning new things and overcoming obstacles!
8. Do things for yourself rather than for others.
9. Value your effort and the effort of others, not accomplishments.
10. Celebrate growth with others!
11. Learn from criticism and celebrate your growth!
12. Learn to reveal purpose in everything you do.
13. Set intentions before any school activity.
14. Use the word "not yet".
15. Practice self compassion. It is ok to fail. It is important not to give up!

YOU  
GOT  
THIS



**Oslabuje růstové nastavení  
mysli a houževnatost**

„Máš opravdu přirozený talent!  
To se mi líbí.“

„No, aspoň jsi to zkusil!“

„Skvělá práce! Jsi tak  
talentovaný!“

„To je opravdu hodně těžké.  
Nemusíš se trápit, jestli to  
neumíš.“

„Možná toto prostě není tvoje  
silná stránka. Neboj – máš  
jiné věci, se kterými se můžeš  
uplatnit.“\*

**Posiluje růstové nastavení  
mysli a houževnatost<sup>22</sup>**

„Skvěle se učíš nové věci! To se mi  
líbí.“

„Tak to se nepovedlo, nevádi.  
Pojďme se podívat, jak bys to mohl  
dělat jinak, aby to mohlo fungovat.“

„Skvělá práce! A je nějaká věc,  
která se dala udělat ještě lépe!“

„To je opravdu hodně těžké.  
Nemusíš se trápit, jestli ti to *zatím*  
nejde.“

„Vím, mám vysoké požadavky.  
Ale uplatňuji je na tebe, protože  
vím, že jich spolu můžeme  
dosáhnout.“



## reinforcing statements

1. Notice your saboteur when learning and failing in something and change your self talk from "I can do it" to "I can do it YET"!
2. Change your self-talk and champion yourself with words like "I can do it", "I can learn it", "I will get better with some effort"!
3. View school challenges as opportunities.
4. Replace "I am failing" with "I am learning."
5. Try different learning tactics.
6. Focus on the process over the end result. Appreciate you trying hard.
7. Have fun when learning new things and overcoming obstacles!
8. Do things for yourself rather than for others.
9. Value your effort and the effort of others, not accomplishments.
10. Celebrate growth with others!
11. Learn from criticism and celebrate your growth!
12. Learn to reveal purpose in everything you do.
13. Set intentions before any school activity.
14. Use the word "not yet".
15. Practice self compassion. It is ok to fail. It is important not to give up!

## Mindset exercises

### Changing your mindset



"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)

YOU  
GOT  
THIS



extension



Luce moc milka nebo, to zdelala po meni.  
Luceka ma talent na jazyky, ve třídě byná vždy nejlepší.  
Lucka se nemusi vůbec učit, jsme na ni tak hezí.  
Na chemii nemám buřky.  
Moje maminka má ráda umění. Myslím, že jsem lásku k malování zdědila po ní.  
Zkoušeli jsme Luce vysvětlit, že by měla na Facebooku trávit méně času, ale na to má podle nás moc slabou vůli.  
Zkoušela jsem trávit na telefonu méně času, ale pokud chcete mít kamarády, tak to prostě nejde.  
Tak výramá změna chování podle mě u Lucky není možná. Ona je prostě taková.  
Váží mi nebo, to není moje jiná zástěnka.  
Kotouli se já nikdy nenučím.

Jsi velmi šikovná, krásně jsi to namalovala!  
Toto se ti moc nepovedlo. Asi nejsi tak talentovaná, jak jsem si myslela.  
Lucka má talent na jiné věci, chemie to rozhodně není.  
Lucko má je v pásmu přírodně. Nejsm si jistá, zda je rozumné, aby šla na matematickou školu.  
U tebe jsem Lucko ani nezkoušela nic jiného, já velmi chytrá.  
Lucko, tohle bych čekala od tvých spolužáků, ale nikdy od tebe. Myslela jsem si, že jsi chytrější.  
Hádanky ti Lucko prostě nejdou, ale to nevadí. Jsi šikovná na jiné věci.  
Lucko musím tě pochválit, narodila jsi se s talentem, važí si toho!  
Lucko ty už prosím sě nikdy nahlas nezapívej! Vím, že se spíš něčemu, co ti jde.  
Lucko neboť smutná, že ti to nejde. Nemůžeme mít talent na všechno.



"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)



extension

Main Principle

Carol Dweck

How to develop GM

Unlocking Potential of Learning at School

Mindset & healthy way of living





Nesposobit máme v rodině. Myslí si, že je to u nás naprostou normální.  
Koučím již 43 let, to už přestat bohužel opravdu neide. Nikotin je už neklidnou součástí mého organismu.  
Zvládnout jsem zkontrolovala alespoň 10 x. Dytřelí mám prostě v genech.  
Můj manžel má také diabetes. Zjedla jsem to.  
Myslím si, že chci po mně změnu v 30 letech je nereálnější. Jak se říká, starého psa novými kouskami nenaučíš.  
Bez ranení kávy nemohu být přes den efektivní.  
Bíat prášky na vysoký krevní tlak je od určitého věku normální. Je to normálnější než to, že VKT nemáte.  
Pohybová aktivita je u seniorů nebezpečná. Nebuďte riskovát, že můj otec spadne a zlomí si nohu nebo ruku.  
Můj otec má Alzheimer. Je jen otázka času, kdy se to rozvine i u mě.  
já mám v životě smůlu. Velmi bych se divila, kdyby to bylo.

U vás jsem neúspěch ani nečekal. Jste velmi inteligentní.  
Samá žádná změny bez konzultace prosím nedělejte. Nerozhodla jste se dobře.  
S vaší genialitou to pro vás bude hračka.  
Žádný posun? Jsem z vás sklamaný.  
Z toho si nic nedělejte. Vy jste talentovaná, určitě se vám to povede příště.  
To nevadí, že se vám to nepovedlo. Každý máme talent na něco jiného.  
Nebožáť, jsem z vás trochu sklamaný. Toto bych čekal spíše u jiných, než u vás.  
Učte se rychleji, než jsem čekal. Jste prostě talent!  
Výborný výsledek! Jste jedinečná!  
Práce s Vámi mi dělá radost.

"Our worldview can be a source of **happiness** or **anxiety** depending on the way we **interpret** events and how we **react** to them." Carol Dweck (2006)



extension

Main Principle

Carol Dweck

How to develop GM

Unlocking Potential of Learning at School

Mindset & healthy way of living

# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!



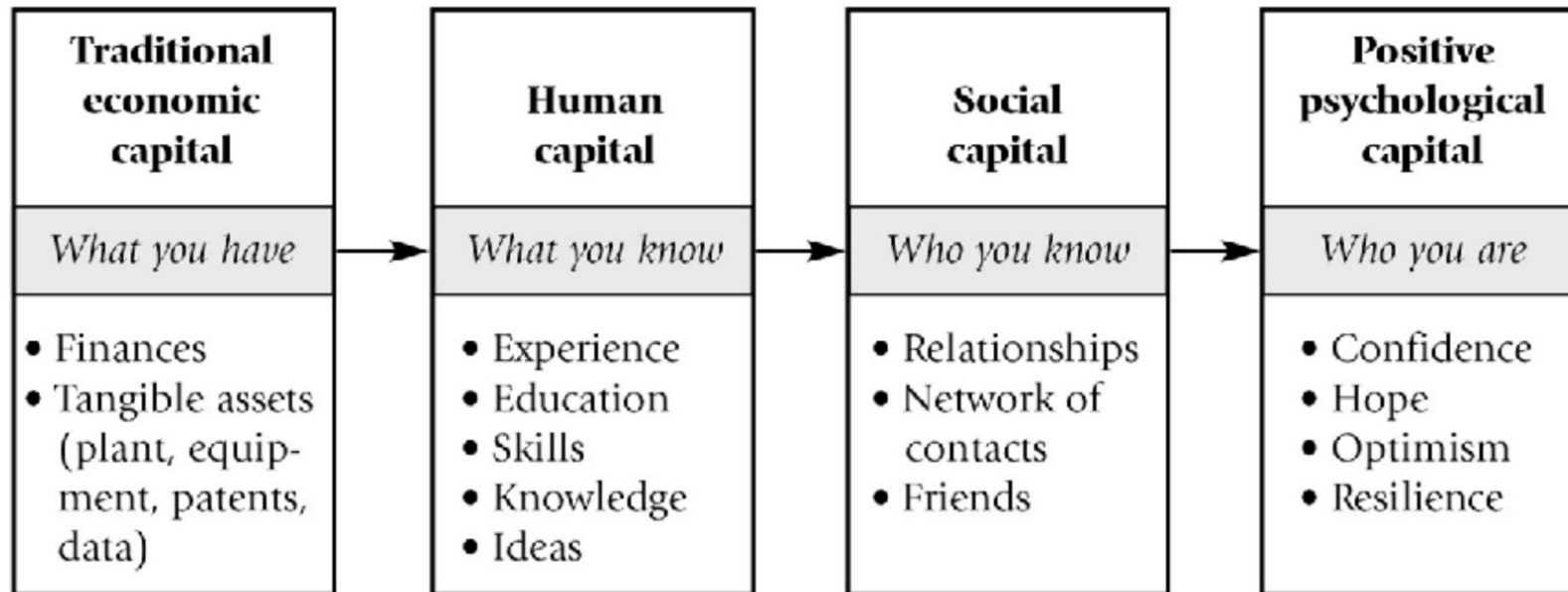
# PSYCAP

(Oxford Languages, 2022) Capital: wealth in the form of money or other assets owned by a person or organization or **available** for a purpose such as starting a company or **investing**.



# PSYCAP

Figure 1. Expanding capital for competitive advantage



# PSYCAP

Psychological Capital is defined (Fred Luthans, et al., 2007) as



**“an individual's positive psychological state of development”**

which is characterized by having high levels of HERO; the four elements of:

**Hope,**  
**(Self-)Efficacy,**  
**Resilience, and**  
**Optimism.**



# PSYCAP



palicious.com



# PSYCAP

Positive Psychological Capital or **PsyCap** was introduced into the management and organizational behavior/psychology literature right after the turn of the century (see a couple of articles by Luthans in the 2002 issues of Journal of Organizational Behavior and Academy of Management Executive).

With a newly energized positive psychology, he urged more attention be given to how can psychology move people from **being just normal to being extraordinary and thriving**, rather than the negative with almost sole attention being given to fixing the abnormal and dysfunctional psychological problems.

This new emphasis in psychological research led to positive psychology and soon after Positive Organizational Behavior and Psychological Capital or PsyCap with groundbreaking research on their **impact on performance and eventually well-being**.

PsyCap was first defined as state-like positive organizational behavior aimed at improving performance: “the study and application of positively oriented human resource strengths and psychological capacities that can be measured and make a contribution to performance improvement in the workplace” (from the Luthans article in the 2002 Journal of Organizational Behavior, p. 698).

ARTICLE IN PRESS

ORGDYN-100817; No. of Pages 13  
Organizational Dynamics (2019) xxx, xxx-xxx

ScienceDirect  
journal homepage: www.elsevier.com/locate/orgdyn

ELSEVIER

Positive psychological capital to help combat the mental health fallout from the pandemic and VUCA environment

Fred Luthans<sup>a,\*</sup>, Julie Dyrdek Broad<sup>b</sup>

<sup>a</sup> University of Nebraska-Lincoln, United States  
<sup>b</sup> Positive Organizational Behavior Institute, United States

Contents

|  |     |
|--|-----|
| Implications PsyCap May Have for Mental Health                           | 000 |
| Need for Rethinking the Delivery and Techniques of Mental Health         | 000 |
| Learning From Suicide Prevention Research                                | 000 |
| Real and Potential Impact of a PsyCap Gatekeeper Approach                | 000 |
| Certified PsyCap Gatekeeper  | 000 |
| Specific Application Examples  | 000 |
| The Potential Application of “Fourth Industrial Revolution” Technologies | 000 |
| Selected Bibliography  | 000 |
| Appendix A   | 000 |

The major purpose of this article is to provide valuable insights and specific guidelines into how the now established “Positive Psychological Capital” or simply PsyCap can help prevent, treat, and sustainably recover from the current mental health global challenges. Specifically, we propose and demonstrate how PsyCap can play a realistic alternative, supplementary, non-stigma role in fighting the dramatically increasing mental illness due to the COVID-19 pandemic and the VUCA (Volatile, Uncertain, Complex, Ambiguous) environment. Moreover, our hope is the evidence based PsyCap perspective and approach presented in this article will have a spillover effect on improving performance and especially well-being of individuals, teams, and families long after the coronavirus pandemic is over.

**BACKGROUND AND MEANING OF POSITIVE PSYCHOLOGICAL CAPITAL OR PSYCAP**

Positive Psychological Capital or PsyCap was introduced into the management and organizational behavior/psychology literature right after the turn of the century (see a couple of articles by Luthans in the 2002 issues of Journal of Organizational Behavior and Academy of Management Executive). These articles resulted from his participation as an external Gallup Senior Scientist at the first annual Positive Psychology Summit held at the Gallup Organization in 1999. The impetus for this Summit came from well-known

\* Corresponding author.  
E-mail addresses: fluthans@unl.edu (F.Luthans), juliebroad@gmail.com (J.D.).

<https://doi.org/10.1016/j.orgdyn.2020.100817>  
0090-2616/© 2020 Elsevier Inc. All rights reserved.

Please cite this article in press as: F. Luthans, J.D. Broad, Positive psychological capital to help combat the mental health fallout from the pandemic and VUCA environment, Organ Dyn (2020), <https://doi.org/10.1016/j.orgdyn.2020.100817>



# HERO within

**H**

## **HOPE**

A sense of energy to persevere  
Towards your goals through proactive planning

**E**

## **EFFICACY**

A belief in your own ability to produce positive results and achieve self-defined goals

**R**

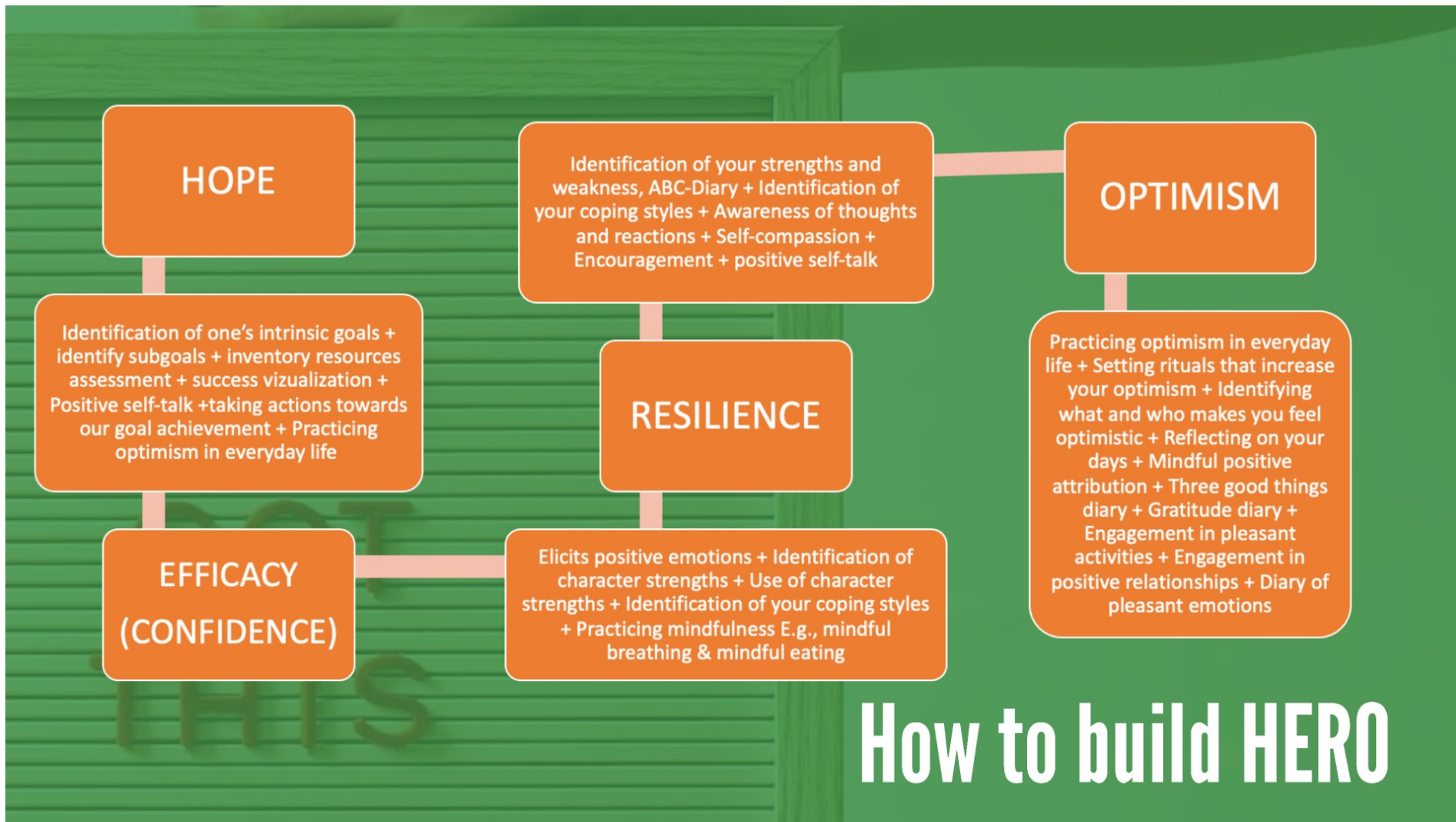
## **RESILIENCE**

A positive way of coping even when it seems there are no solutions to negative situations

**O**

## **OPTIMISM**

Being and remaining positive about the likelihood of personal success, now and in the future



# HOPE

**Oxford languages define hope as a feeling of trust, a feeling of expectation and desire for a particular thing to happen. Hope motivates us to perceive our goals towards proactive planning and taking action.**

Exploring the process of building PsyCap, learning about and developing hope makes us feel empowered. This can be easily accomplished by developing realistic goals, identifying our specific strengths and weaknesses, and actively taking actions towards our goal achievement.

# HOPE

The Psychological Capital Intervention (Luthans & Broad, 2022) suggests a three-pronged strategy in a goal-oriented framework – (1) goal design, (2) multiple pathway generation, and (3) overcoming obstacles.

- Learn to generate pathways and assess inventory resources that will help you to reach your goal!
- Also identify subgoals as milestones or stepping goals to your desired accomplishment.
- Create an imaginal, implicit successful experience for yourself to give yourself a taste of what it will be like to accomplish what you want to accomplish!
- When you design your goals, try to come up with plan B and plan C, that are as satisfying to you as goal A.
- Make “what if” plans, take small steps towards your goals and don't forget to incorporate your superpowers - your character strengths and skills you master well!



# EFFICACY

World renowned social psychologist Albert Bandura is credited for the theoretical foundation and developmental process for building efficacy or confidence. When developing PsyCap, efficacy was arguably the most criteria-meeting and academically accepted of the four components. The efficacy input into our PCI largely draws from Bandura's widely recognized taxonomy of sources of efficacy. These include: (1) task mastery or success, (2) modeling or vicarious learning, (3) social persuasion and positive feedback, and (4) physiological and/or psychological arousal. Besides these Bandurian sources of efficacy, the PCI also incorporates his emphasis on the role that goal-orientation and framing plays in building efficacy. In addition, there is extensive academic literature that evolves efficacy from an individual or self-asset, to the collective (e.g., families, teams, and organizations) through similar collective efficacy development.

The PCG would encourage the family/team/organizational members to discover and evaluate where there may be natural talents, where personality factors match efficacy requirements (e.g., choosing the family/team optimist to keep optimism high during COVID-19, the family/team pessimist to assist with identifying potential goal obstacles, etc.). The PCG engages in allowing participants to experience and model success, and through social persuasion and arousal, are all aimed at accomplishing the goals set earlier in the development of PsyCap hope. This efficacy building process elicits positive emotions and builds the participants confidence and also collectively the family's/ team's/organization's confidence, to generate and implement plans to attain the set goals.

The PCG and family/team/organizational members serve as role models for this efficacy-building process. Bandura asserts that the perceived expertise and the relevance of models are key to determining the magnitude of influence. As described under the hope input into the PCI, when participants generate pathways, inventory resources required for goal accomplishment, and identify sub-goals as milestones or stepping goals to accomplishment, they have created an imaginal, implicit successful experience related to the COVID-19/VUCA situation, providing a much needed sense of control in an otherwise VUCA context that may be overwhelming. This modeled success builds a social contagion effect that can spread through the family/team/organization. The members are able to visualize accomplishing each step toward their goal with the guidance of the PCG. In other words, in this input into the PCI, trainees gain implicit task mastery and in real time experience success to enhance their individual and collective efficacy in the pandemic and VUCA context.

Exploring the process of building PsyCap efficacy further and through example, as the trainees learn about their strengths and weaknesses, they begin to build collective self-awareness. This includes an understanding of inherent pe

THIS



# RESILIENCE

Resiliency is a beautiful and trendy term nowadays. But how do we understand it?

Oxford Languages define resiliency as the capacity to recover quickly from difficulties. A toughness! And Elasticity. Our ability to spring back into shape.

Being resilient means having a mental capacity to bounce back and to bounce forward when difficulties arrive. It also means to learn from our experiences. In some cases, even going beyond the original level of our well-being!

Exploring the process of building your resilience and PsyCap (Luthans & Broad, 2021), identifying your strengths and weaknesses can be a valuable investment of your time! When adversity does strike, it is helpful to learn how to quickly deploy previously identified assets and assess which factors are currently within and outside of your control. Finally, it is helpful to try to mitigate the bumps on your road and proactively strategize how to deal with obstacles. Also, identifying risk factors that could hold you down in your bouncing back and beyond will help!

# RESILIENCE

1. Live in the moment, even while working on school tasks and projects. When you're fully engaged in activities (e.g., lecture, project design, on-line consultation with your classmate), you will enjoy them more and be less preoccupied by concerns about the past and the future.
2. Be grateful for things in your personal and school life. Keeping a daily gratitude journal promotes positive feelings, optimism, life satisfaction, and connectedness with others. Practice being thankful for how positively your studies impact your life and see the improvement of your well-being!
3. Do things for others. Happiness comes most reliably from connecting with others and not being overly self-focused. Try to do things that benefit also your classmates, school friends, teachers or your loved ones who support your studies!
4. Take inventory of your strengths, then apply them in new ways in your daily life including your studies. For example, if you count curiosity as a strength, read about a new subject. If you consider yourself brave, try something that makes you nervous, such as public speaking in front of your on-line class.
5. Savor pleasure. Reminisce about good times, celebrate good moments with others, and be happy and proud of yourself when you accomplish something, especially at school.

# OPTIMISM

When it comes to optimism, we draw from expectancy-value orientation and positive attributional, explanatory style, with realistic optimism being the ideal. From a collective perspective, the PCG requests the trainees complete an exercise where each member writes down three things they are thankful/grateful for as it relates to their family, team, and/or unit. If appropriate, each member shares their three things within the group, and then they collectively build out a list of family, team and/or attributes they currently possess. This list should be guided by the contribution made towards meeting set goals and strengthening their unit's bond, cohesion, and satisfaction. The PCG then provides information to the members about how hope, efficacy, and resilience can also provide value by building their unit's optimism. The PCG brings out that the addition of optimism to hope, efficacy and resiliency is the final piece of PsyCap's "HERO within". In addition, the PCG emphasizes how optimism can impact decision making under stress, Barry Staw's so-called threat rigidity cycle, and common reactions to stress. The trainees are also asked to reflect and identify who in their unit may be naturally optimistic and pessimistic. Critical in this phase of the PCI is that the PCG emphasizes that there is no one gold standard. Each member contributes unique individualized assets that contribute to the well-being and the performance of the unit. In fact, a naturally optimistic member may gain great value by spending time with a pessimistic member in identifying obstacles to goals and finding the level of optimism which is rooted in a staunch sense of reality (as indicated, a hallmark of resilience). The PCG will describe tendencies between optimists and pessimists. For example, in preparing for obstacles, pessimists lose more feasible options by expecting bad things will tend to happen. In the collective hope development portion of the PCI, the worst-case and best-case scenarios are anticipated, and preparations are proactively in place for the trainee to continue to move ahead and succeed. This process counteracts pessimism and supports the development of realistic, yet optimistic, expectations and is reinforced by positive "self and family/ team/organization talk".

Exploring the process of building PsyCap optimism further and through example, trainees are told to engage in small, daily rituals (i.e., doing specific things at specific times, such as taking the family dog for a walk together as a time to connect and get exercise) to boost optimism. Another example would be identifying positive emotions that occur daily (e.g., quarantine provides opportunities for family members to enjoy more meals together, opportunities to play games, engage in active listening with one another) and taking moments to reflect or share these collectively. They can also benefit by engaging in positive future planning with fellow teammates and/or organizational colleagues, increas



# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!

**Our Agreements**

**Choose  
the Right  
Mindset  
Statements**

# HOW ABOUT LAST WEEK?

**LESSON PLAN**



**THIS**



Bianca Teixeira to Everyone

**B** Write a letter to your loved ones! (And read it aloud)

sila to Everyone

**S** all emotions are temporary so stop focusing on the bad ones for soo long

Shuang Cai to Everyone

**SC** Spread more positive information to the people around me

Bianca Teixeira to Everyone

**B** Be more authentic

Tamilka to Everyone

**T** Being nice or doing good to others is good for our own well-being.


Shuang Cai to Everyone

**SC** Once I have a bad emotion, I will tell myself it's leaving in 120 seconds!

Dariia Kuldiurova to Everyone

**DK** To share positivity with others ...

Me to Everyone

 to work on my authenticity as much as possible

sila to Everyone

**Our Agreements**

**Choose  
the Right  
Mindset  
Statements**

# HOW ABOUT LAST WEEK?

**LESSON PLAN**



**THIS**

# Timetable



**Our Agreements**

**Choose  
the Right  
Mindset  
Statements**

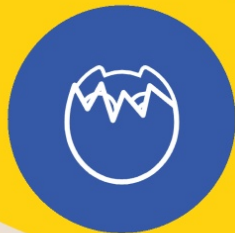
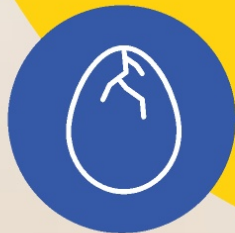
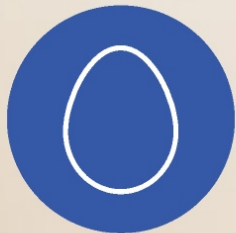
**HOW ABOUT  
LAST  
WEEK?**

**LESSON PLAN**



**THIS**

# OUR GOALS

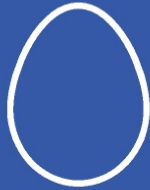




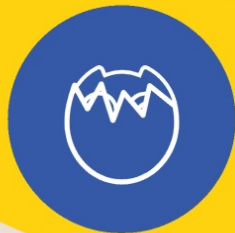
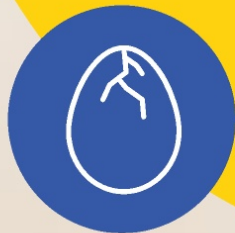
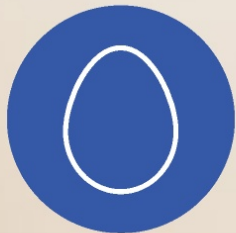
## Goal 1

---

We understand what positive mindset is.

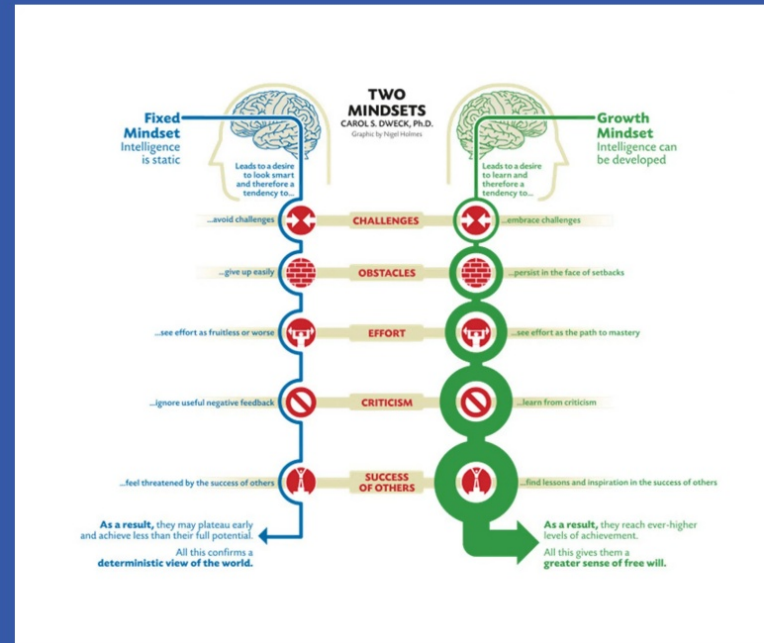


# OUR GOALS

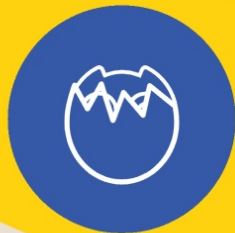
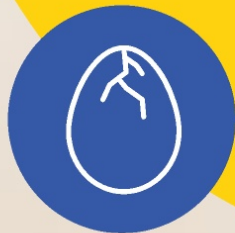
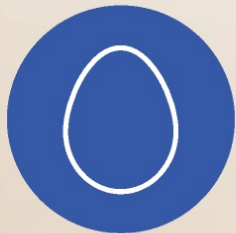


## Goal 2

We recognize the benefits of right mindset.



# OUR GOALS



### Goal 3

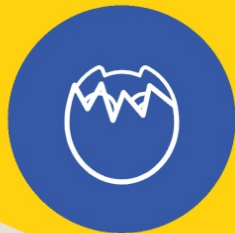
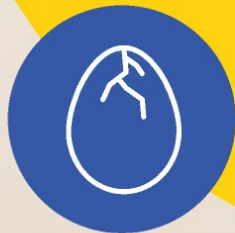
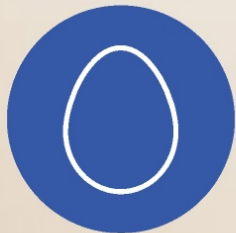
---

We know how to assess our mindset  
well-being building block.





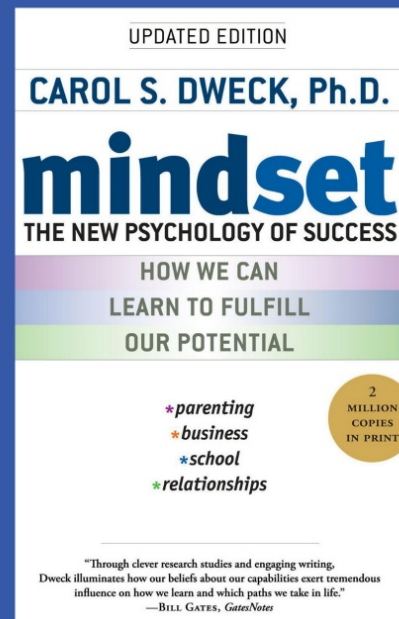
# OUR GOALS



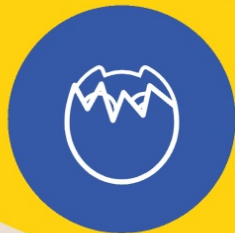
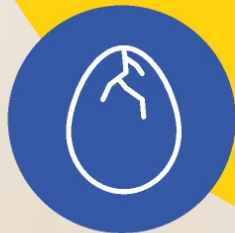
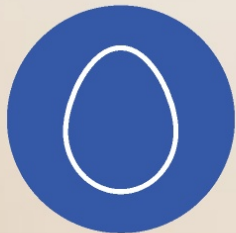
## Goal 4

---

Evidence-based learning: we know evidence-based resources for theory on mindset and know where to learn more.



# OUR GOALS



## Goal 5

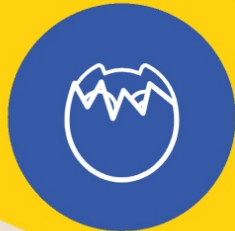
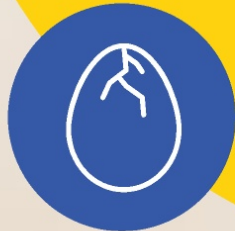
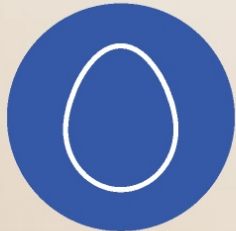
---



We know tools on how to build positive mindset and we use them.



# OUR GOALS





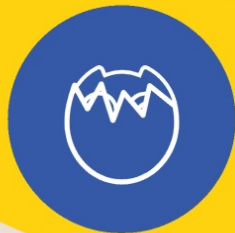
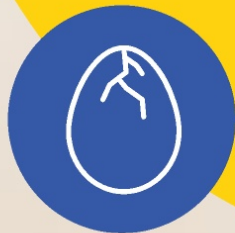
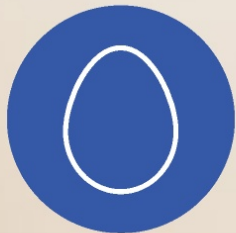
## Goal 6

---

We care for our positive mindset.



# OUR GOALS



**Our Agreements**

**Choose  
the Right  
Mindset  
Statements**

# HOW ABOUT LAST WEEK?

**LESSON PLAN**



**THIS**

[https://beta.polleverywhere.com/  
activities?group\\_id=14906759](https://beta.polleverywhere.com/activities?group_id=14906759)



**Our Agreements**

**Choose  
the Right  
Mindset  
Statements**

# HOW ABOUT LAST WEEK?

**LESSON PLAN**



**THIS**



# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!

**Till the next week:  
Build up your mindset!**



*Take Home  
Messages?*

**AGREEMENT**



# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!



YOU  
GO  
THIS



What are our beliefs and mindsets?

e.g.

YOUR 2 - 3  
reinforcing  
statements



| Oslabuje růstové nastavení mysli a houževnatost  | Posiluje růstové nastavení mysli a houževnatost <sup>22</sup>   |
|--|---|
| „Máš opravdu přirozený talent! To se mi líbí!“   | „Skvěle se užš nově věci! To se mi líbí!“   |
| „No, aspoň jsi to zkusil!“   | „Tak to se nepovedlo, nevádi. Poydme se podívat, jak bys to mohl dělat jinak, aby to mohlo fungovat.“ |
| „Skvělá práce! Jsi tak talentovaný!“   | „Skvělá práce! A je nějaká věc, která se dala udělat ještě lépe?“                                     |
| „To je opravdu hodně těžké. Nemusíš se trápit, jestli to neumíš.“  | „To je opravdu hodně těžké. Nemusíš se trápit, jestli ti to zatím nejde.“                             |
| „Možná toto prostě není tvoje silná stránka. Neboj – máš jiné věci, se kterými se můžeš uplatnit.“ <sup>23</sup> | „Vím, mám vysoké požadavky. Ale uplatňuji je na tebe, protože vím, že jich spolu můžeme dosáhnout.“   |



YOU

GO

TH

## Kočí:

Rychle se učím :-)

Sice ještě nevím jak, ale vím, že to dám.

To natrénuju.

Zlepšuju se.

YOU  
GO  
THI



What are our believes and mindsets?

e.g.

YOUR 2 - 3  
reinforcing  
statements



| Oslabuje růstové nastavení mysli a houževnatost  | Posiluje růstové nastavení mysli a houževnatost <sup>22</sup>   |
|--|---|
| „Máš opravdu přirozený talent! To se mi líbí!“   | „Skvěle se užíš nové věci! To se mi líbí!“  |
| „No, aspoň jsi to zkusil!“   | „Tak to se nepovedlo, nevádi. Pojďme se podívat, jak bys to mohl dělat jinak, aby to mohlo fungovat.“ |
| „Skvělá práce! Jsi tak talentovaný!“   | „Skvělá práce! A je nějaká věc, která se dala udělat ještě lépe?“                                     |
| „To je opravdu hodně těžké. Nemusíš se trápit, jestli to neumíš.“  | „To je opravdu hodně těžké. Nemusíš se trápit, jestli ti to zatím nejde.“                             |
| „Možná toto prostě není tvoje silná stránka. Neboj – máš jiné věci, se kterými se můžeš uplatnit.“ <sup>23</sup> | „Vím, mám vysoké požadavky. Ale uplatňuji je na tebe, protože vím, že jich spolu můžeme dosáhnout.“   |

# Mindset

JANA KOCI, PH.D.

OPENING

Mindset

Your Mindset  
Flower  
Assessment

uniwellsity



YOU  
GOT  
THIS

Growing  
Mindset  
Petals

Psychological  
Capital

Growth  
Mindset

Your Reinforcing  
Statements

Thank you!