

LIFE SKILL EXAMPLE BOOK • 05

Growth Mindset

Turn possibility into strategy, practice and evidence.

A WORKING DEFINITION

Growth mindset is the belief and practice that capabilities can develop through effective strategy, appropriate effort, feedback, support and opportunity.

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IN PRACTICE

Names a learnable edge, chooses a strategy, seeks feedback, changes the approach when stuck and tracks evidence of improvement.

It is

A possibility belief joined to action.
Specific to capabilities and contexts.
Strategy- and feedback-dependent.
Supported by environmental conditions.

It is not

Praising effort alone.
Pretending every limit is temporary.
Endless persistence with a failing method.
Blaming individuals for structural barriers.

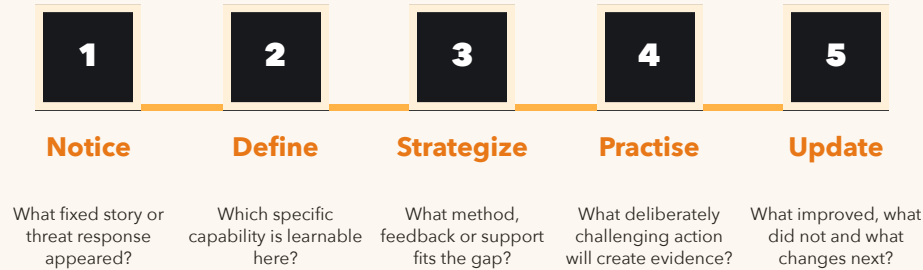
WHY THIS MATTERS NOW

Future readiness requires people to enter unfamiliar territory without turning the first difficulty into a verdict on identity. Growth mindset opens the door; strategy and support create the path.

THE CAPABILITY LOOP

Belief matters when it changes behavior.

A growth response converts “not yet” into a testable next move.



STRATEGY What method changed? Effort without adaptation can repeat the same error.	FEEDBACK What did reality show? Use information that improves the next attempt.	CONDITIONS What support matters? Opportunity, time and safety shape growth.
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BEHAVIOR CLUE

Names a learnable edge, chooses a strategy, seeks feedback, changes the approach when stuck and tracks evidence of improvement.

7 CONNECTED CAPABILITIES

Growth Mindset is a system.

**Possibility, method
and conditions must
work together.**



Challenge seeking

Chooses difficulty that can produce learning.

Effort valuation

Treats effort as one input—not the whole explanation.

Feedback receptivity

Seeks and uses information for improvement.

Failure response

Separates a setback from identity and extracts learning.

Learning orientation

Prioritizes capability growth over appearing capable.

Strategy adaptation

Changes method when the evidence is weak.

Malleability understanding

Recognizes that many capabilities can develop.

The components strengthen one another. Development depends on how they are combined in context—not on maximizing one behavior in isolation.

WHY WE PROTECT THIS SKILL

Three signals—three different questions.

H

Human Core

How central should human agency, judgment and responsibility remain?



Human leads

Signal 4/5



Future Readiness

How strongly does this help people learn and act as roles and technology change?



Foundational

Signal 5/5



Safeguard Value

How strongly does this protect capability from over-reliance, deskilling and loss of agency?



**Strong
safeguard**

Signal 4/5

READ THESE AS STRATEGIC SIGNALS

They describe why the capability matters—not how advanced a learner is.

AI can coach, simulate and provide feedback. Growth still depends on a person choosing the learning edge and on a system providing genuine opportunity, strategy and support.

LEARNING PROGRESSION

Five stages of growth-oriented action.

The progression tracks increasingly evidence-based behavior. A positive statement without changed practice is not a higher level.



USE THE PROGRESSION WELL

Ask for the next observable behavior—not a label for the person.

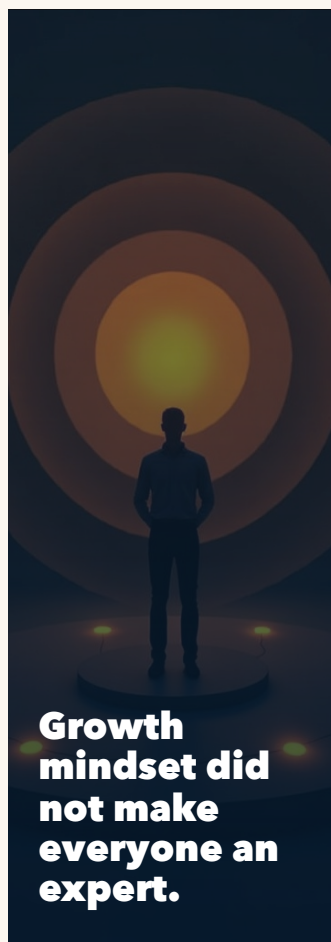
BEHAVIOR MAP

What growth mindset looks like around difficulty.

01 Before Choose the edge Selects challenge that is meaningful and possible to practise. Define progress Names the behavior or performance that should improve. Prepare strategies Plans more than one route and source of support. Normalize friction Expects uncertainty without romanticizing struggle.	02 During Notice the story Catches identity conclusions such as "I am not this kind of person." Use feedback Treats error as information for the next method. Vary the strategy Changes approach instead of only increasing effort. Regulate challenge Adjusts pace, support or task difficulty.	03 After Record evidence Names what became possible or more skillful. Study the method Identifies which strategy and condition helped. Keep constraints visible Separates learnable gaps from structural barriers. Choose the next edge Extends capability without erasing recovery.
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CASE STORY · COMPOSITE

When the team says: “We are not technical.”



The challenge. An AI pilot produces weak results. After two difficult demos, the team starts treating technical confidence as an innate trait and waits for outside experts to take over.

1 • Spot the story

They replace “not technical” with three specific capability gaps.

2 • Define evidence

Success becomes running one safe workflow and explaining its checks.

3 • Choose strategies

The team uses worked examples, paired practice and rapid feedback.

4 • Change conditions

Leadership protects practice time and removes the pressure to perform expertise.

5 • Update

The pilot improves, and the team records where specialist support is still essential.

CAPABILITY IN PRACTICE

Growth mindset did not make everyone an expert. It turned a fixed identity story into better learning decisions.

A PRACTICAL PROTOCOL

SHIFT from verdict to experiment.

Use this short structure in real work, reflection or coaching. Keep the action specific enough to observe.

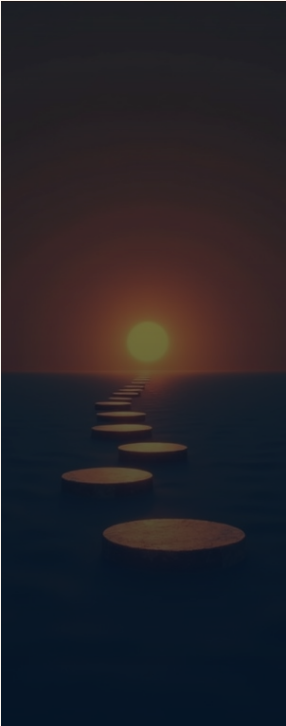
S Spot What fixed story or identity verdict appeared?	H Hold reality What is genuinely hard, constrained or not yet possible?	I Identify Which capability, strategy and support can change?	F Follow evidence What feedback will test whether the method works?	T Try next What small, meaningful experiment comes next?
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One-minute start: “The learnable edge is ... The strategy I will test is ...”

The protocol supports practice. It does not remove the need for context, expertise, ethical judgment or appropriate human support.

LEADERSHIP AND LEARNING CULTURE

Build conditions for growth—not motivational wallpaper.



MODEL Speak openly about your own learning edges and strategy changes.

RESOURCE Provide time, tools, feedback and access to expertise.

DESIGN Create challenges with meaningful practice and achievable progression.

FEEDBACK Describe behavior, impact and a credible next step.

PROTECT Do not use mindset language to hide inequity, overload or unsafe work.

EVIDENCE VIEW · 2022

A meta-analysis of 53 samples found small benefits in targeted groups when implementation was strong, alongside wide variation in likely effects.

Burnette et al., Psychological Bulletin. [R1]

CRITICAL EVIDENCE VIEW · 2022

A separate review of 63 studies found only a very small overall academic effect and no significant effect in the highest-quality evidence.

Macnamara & Burgoyne, Psychological Bulletin. [R2]

SEVEN-DAY EXPERIMENT

Run a seven-day growth experiment.

- Day 1** Choose one specific capability edge—not a global identity label.
- Day 2** Write the fixed story and a realistic, learnable alternative.
- Day 3** Define one performance measure and your current baseline.
- Day 4** Test one strategy at an appropriate level of challenge.
- Day 5** Seek feedback and separate useful signal from general praise.
- Day 6** Change one strategy or condition and test again.
- Day 7** Review the evidence: what grew, what did not and what support is next?

MY GROWTH EXPERIMENT

The capability edge:

The fixed story:

The strategy and support:

Evidence I will track:

Track behavior and evidence. Reflection matters when it changes the next action.

“Yet” is a door—not a plan.

Growth becomes credible when possibility is joined to effective strategy, useful feedback, supportive conditions and observable evidence.

About This Material

WHAT THIS IS

This material is part of the Skills Pathfinder learning ecosystem developed by GrowthMindsetBuilder. It presents one or more human skills in a concise, practical format for learning, reflection and training.

It may be used as a standalone learning resource, but it is not a complete course. The broader learning experience—including facilitated activities, practice, feedback and progression—lives within the programmes and client projects from which this material was developed.

RESEARCH FOUNDATION

Skills Pathfinder profiles and frameworks synthesize extensive research, international models and established good practices. They bring together multiple perspectives to make complex ideas accessible and useful in real-life learning and development.

No individual model or study provides a complete answer. Skills Pathfinder should therefore be understood as an evidence-informed framework for reflection and growth—not as a universal or final definition of human capability.

RESEARCH NOTES AND SOURCES

Where used, research callouts marked [R1], [R2] and so on provide short summaries of published studies. Each callout identifies the authors and publication so that you can find and examine the original research.

Research on human skills, AI capabilities and future readiness is developing quickly. Findings may differ across people, tasks, technologies and settings—and conclusions that appear settled today may change as new evidence emerges.

Treat each study as one contribution to the evidence rather than a final verdict. Compare perspectives, explore the original sources and form your own view. Where a source is cited, the original publication—not this summary—should be treated as authoritative.

CONTEXTUAL USE

Every skill profile is contextual. Language, terminology, emphasis and interpretation should be adapted to the cultural, educational, professional and organizational setting in which the material is used.

Local knowledge—and the experience of the people using the framework—is essential for making the material relevant, inclusive and effective.

EDUCATIONAL USE AND DISCLAIMER

This material is provided for educational and developmental purposes. It is not medical, legal, financial, psychological or other professional advice.

Reflection tools and self-assessments are intended to support learning and conversation. They are not clinical, psychological or psychometric diagnostic instruments and should not be used as the sole basis for employment, education or other high-stakes decisions.

Unless stated otherwise, case stories are composites created for learning use and do not describe identifiable individuals.

Frameworks and concepts credited to other authors remain their intellectual work. The practice, reflection and progression language surrounding them represents GrowthMindsetBuilder's interpretation and application.

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