



***How can we promote a growth mindset
within higher music institutions so that we
can develop entrepreneurial and innovative
thinking among students and staff***



Discussion Points

- Entrepreneurial Mindset
- Growth Mindset
- How to incorporate growth mindset training in our teaching practice?
- Age appropriate interventions

Group discussion - How do we incorporate this into our institutions?



People with an Entrepreneurial Mindset have:

- Passion - Purpose and Curiosity
- Positivity - productive ways of thinking
- Proactivity - Goal Setting
- Perseverance - resilience and **growth mindset**

Passion - Purpose and Curiosity- Simon Sinek

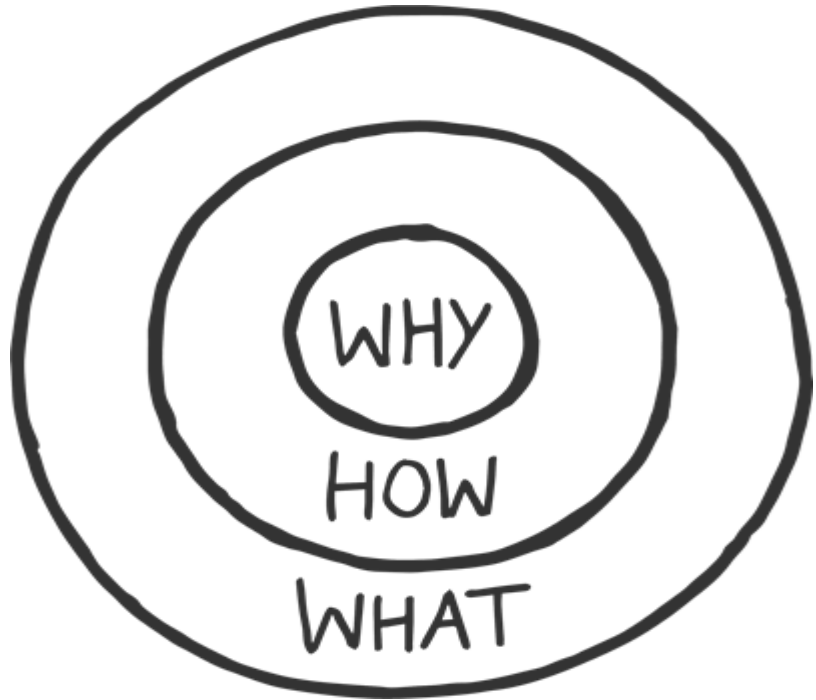
The Golden Circle





WHY

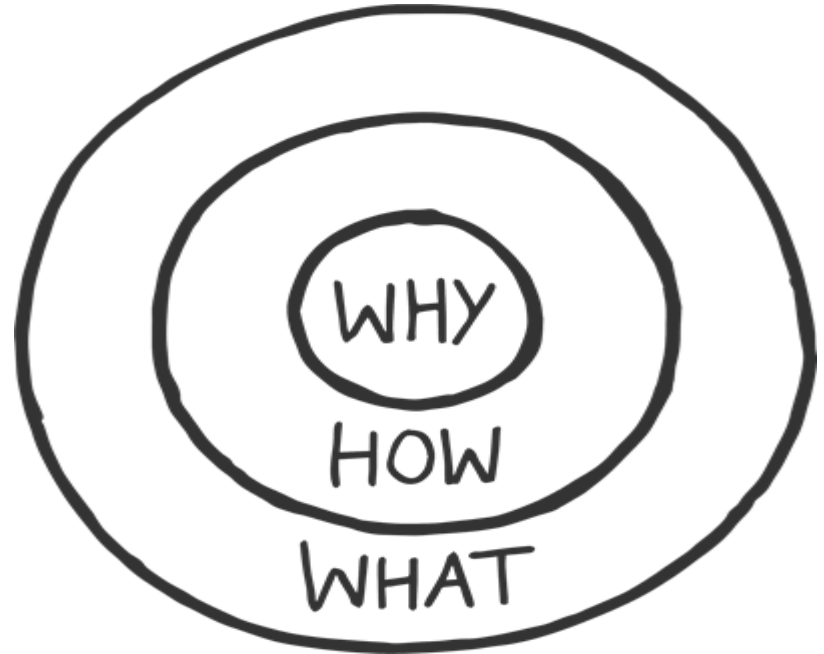
Your purpose,
cause or belief





HOW

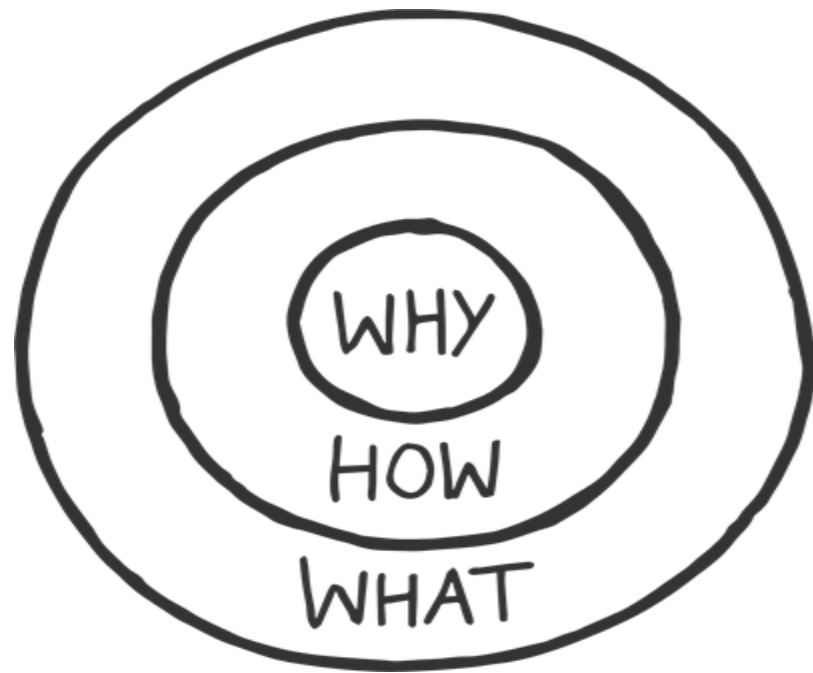
Your strengths,
values and
guiding principles





WHAT

Your output as a musician





**People don't
buy WHAT you
do, they buy
WHY you do it.**





In context - Entrepreneurship and Mindset

- Communicating your ‘why’ and knowing your purpose helps you reach an audience who are willing to consume what you have to offer.
- For our students - Can help with motivation (the ‘why’ is encouraging intrinsic motivation rather than extrinsic which can be a demotivator) and cultivate their sense of purpose/belief around what they do.
- Encourage students to find their ‘why’ through dialogue, collaborative learning, coaching and self awareness practises - reassess regularly - the ‘why’ must be flexible for students lifecycle.
- After they know their ‘why’, they can progress to learning entrepreneurial skills so they can communicate the ‘why’ with the outside world.



How to incorporate the 'why' among staff and students

STAFF

- **Performance Management Sessions**
- **Staff Training Opportunities**
- **Effective Leadership**
- **Coaching/Mentoring**

STUDENTS

- **Effective Goal Setting**
- **Regular Check - ins on the 'why'**
- **Exploring values and their alignment of these in relation to the students musical output.**



Purpose - Joseph Campbell - The Hero's Journey *Quotes*

“Follow your bliss and the universe will open doors where there were only walls.”




Joseph Campbell

‘If you follow your bliss, you put yourself on a kind of track that has been there all the while, waiting for you, and the life that you ought to be living is the one you are living. Wherever you are — if you are following your bliss, you are enjoying that refreshment, that life within you, all the time.’




Uncertainty and Living the Questions

- The most uncomfortable but essential part of finding your bliss, Campbell argues, is the element of **uncertainty**
- The willingness to, in the timeless words of Rilke, **'live the questions'** rather than reaching for the ready-made answers.



‘The adventure is its own reward — but it’s necessarily dangerous, having both **negative and positive possibilities**, all of them beyond control. We are following our own way, not our daddy’s or our mother’s way... Life can dry up because you’re not off on your own adventure.’



‘There’s something inside you that knows when you’re in the center, that knows when you’re on the beam or off the beam. And if you get off the beam to earn money, you’ve lost your life. And if you stay in the center and don’t get any money, you still have your bliss.’



Positivity - productive ways of thinking - to cultivate an entrepreneurial mindset.

- Focus on what you can control - your own **effort, attitude and response**
- Strategies to deal with failure and stress - journaling, mindfulness, exercise, coaching, mentoring
- Thought records
- Making friends with your inner critic - by recognising its voice and responding to it productively.



Proactivity - Goal Setting

- **Process** - technique or strategy
- **Performance** - specific standard
- **Outcome Goals** - End result



Perseverance - Resilience and **growth mindset**

Coping Strategies to help with the ability to bounce back - positive outlook, confidence, mindfulness, cognitive restructuring, coaching and mentoring.

Growth Mindset Training



What is a Growth Mindset?

People with a **Growth Mindset** believe talent and intelligence can be developed.



What is a Fixed Mindset

People with a **Fixed Mindset** believe that talent and intelligence are fixed traits.

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.



Connection between the two?


To have an entrepreneurial mindset , you must embrace a growth mindset...to deal with:


- **Setbacks and Failures**
- **To enter the learners mindset - to be a lifelong learner**
- **Confidence to fail and dare greatly**
- **Set process goals rather than outcome goals**
- **Keep perspective - do you perceive situations as a challenge or threat?**





How can we harvest a growth mindset among our students and staff?

- **Acknowledge and embrace imperfections.**
- **View challenges as opportunities.**
- **Try different learning tactics (auditory, visual, kinesthetic)**
- **Follow the research on brain plasticity.**
- **Replace the word “failing” with the word “learning.”**

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- Encourage our students to stop seeking approval.
 - Value the process over the end result.
 - Cultivate a sense of **purpose** (the why)
 - Celebrate growth with others.
 - Emphasise growth over speed.

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- **Reward actions, not traits.**
 - **Redefine “genius.”**
 - **Portray criticism as positive.**
 - **Disassociate improvement from failure.**
 - **Provide regular opportunities for reflection.**

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- **Place effort before talent.**
 - **Highlight the relationship between learning and “brain training.”**
 - **Cultivate grit.**
 - **Use the word “yet.”**

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- **Learn from other people's mistakes.**
 - **Make a new goal for every goal accomplished.**
 - **Take risks in the company of others.**
 - **Think realistically about time and effort.**
 - **Take ownership over your attitude.**



Student Challenge 1 - Frustration due to slow progress

“I admire your persistence!”

“It’s not that you can’t do it, you just can’t do it YET”

“It’s normal to make mistakes. It’s part of learning”

“Let’s take a break, and try again later”



Student Challenge 2 - Struggling to understand a lesson

“ I don’t expect you to learn this all at once”

‘I’m here to help. What questions do you have?’

“This is difficult ! Let’s take this one step at a time.”

“Let’s set a small goal, and work on that first.”



Student Challenge 3 - Not putting effort into set technical and performance practice.

“How can we make this more interesting to you?”

‘Here are some suggestions on how you can take this further.’

“You finished quickly. Is this too easy for you?”

“How can I challenge you further?”



Student Challenge 4 - Piece is too difficult

“Describe your strategy. Where are you running into problems?”

“Let’s work on this together, and find out what is happening. “

“Let’s break this down into smaller steps”



AGE APPROPRIATE GROWTH MINDSET TRAINING

Musical Beginnings (0-6)

Teachers - Make a personal connection with each child and stay focused on giving them a positive experience.

The key is finding **little successes** in everything they do. Bring everything back to fun and effort at this stage. Avoid reference to talent or outcome.



FUNdamentals (6-9 years)

Teachers- Create an environment in which children want to participate, can show their desire for musical activity, and can play with friends.

Modify music and ensemble/orchestral rules to maximise action for everyone, and **reinforce any effort, progress and learning.**



Learn to Practise (9-12 years)

Teachers - Encourage holistic music development, including the integration of mental fitness activities into practise.

Mental skills and attributes take time to develop, so allow time and opportunity to do this.
Emphasise effort, responsibility, fun and play, teamwork, and respect for others.



Practise to Practise (12-16 years)

Teachers - Incorporate mental training into your yearly training plan and reinforce mental fitness principles in both practice and competition.

Help facilitate access to performance psychology resources.



Practise to Perform (16-23 years)

Teachers - Focus on the positives and reinforce musicians' readiness for competition and performances. Help musicians focus on a few simple **process goals** for competition or performances and critically debrief performance execution.

Be strategic in helping musicians and choose competitions and performances that will maximise development while **avoiding mental or emotional burnout** from participating in too many competitions and performances.



Practice to Flourish! (18+years)

Teachers - Continue to focus on the positives and reinforce musicians' readiness for performance. Help them focus on a few personalised process goals for performances.

Continue to be strategic in helping musicians choose musical events that will maximise performance. Make sure musicians avoid mental and emotional burnout by monitoring their mental, emotional, and physical states.

Ask them for feedback often, and continue to educate them on the **purpose** behind their practise plan.

This enhances their **trust, sense of autonomy, and self-determined motivation.**



DISCUSS - How can we adopt a growth mindset at an institutional level - what would that look like?

Curriculum design - what can we do?

Redefine 'success'? - the jobs, the projects?

Teacher training initiatives

Mission Statement



THANK YOU AND QUESTIONS



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