

A Study on Growth Mindset for Enhancing Learning and Performance across Domains

¹G. Sathya, ²Dr. L. Kanagalakshmi

¹Research Scholar, Department of Management Studies, University of Madras

²Assistant Professor, Department of Management Studies, University of Madras.

sathya.govindarajan@gmail.com lakshmibabumsu@gmail.com

Abstract:

This paper investigates the concept of a growth mindset, which is the belief that abilities and intelligence can be cultivated through effort and dedication. Its influence on various domains such as education, leadership, and workplace performance. Drawing from Carol Dweck's implicit theories of intelligence, the paper reviews the role of growth mindset in promoting resilience, adaptability, and learning. It examines empirical studies that demonstrate the positive influence between growth mindset and outcomes like job performance, academic success, and innovation. Additionally, the research highlights key moderating factors such as feedback, job crafting, and leadership practices, which can strengthen or hinder the impact of growth mindset. A future research agenda is proposed, emphasizing the need for cross-cultural studies, longitudinal research on mindset interventions, and exploration of the role of technology and leadership in fostering growth mindset. This paper underscores the need of integrating growth mindset with other psychological constructs like emotional intelligence and grit for a more comprehensive understanding of individual success and development.

Introduction:

The growth mindset, introduced by Carol Dweck, is the idea that intelligence and skills can improve with effort, education, and perseverance (Murphy, 2022). This is different from a fixed mindset, which sees these attributes as immutable. Studies have indicated that having a growth mindset can have a positive impact on a person's willingness to take on challenges, ability to bounce back from setbacks, and focus on achieving goals (Dweck & Yeager, 2019).

Growth mindset positively influences in-role performance through meaningfulness at work. Job crafting moderates this relationship, with high levels of job crafting enhancing in-role performance, while low levels show a negative indirect effect of a growth mindset. This study contributes to understanding how individual characteristics like a growth mindset can promote meaningful work and performance, highlighting the importance of job crafting in enhancing or impeding performance. The findings suggest that fostering a growth mindset and encouraging job crafting can lead to improve in-role performance and meaningful work for corporate trainers. Growth mindset has implications in individual learning, achievement, overall performance and in various organizational settings. These findings suggest that a growth mindset can influence not only individual learning outcomes but also management practices and organizational behavior (Claro et al., 2016; Yeager & Dweck, 2020; Ng, 2018; Rattan et al., 2015; Dweck, 2008).

Smit and Lawson (2021) studied flexible work arrangement, attraction of jobs by expectancy-based perspective in self-regulation theory. Emphasizes beliefs about work-life benefits and LTJ. Contrasts with a need-based perspective on FWAs. Growth mindsets increase attraction to flexible scheduling; fixed mindsets do not significantly affect attraction to paid time off. Suggest that organizations need to highlight the value of FWAs in recruitment to enhance applicant interest, especially among younger job seekers.

Shad Morris et al (2023) research on entrepreneurial self-efficacy, entrepreneurial actions, demographic controls studied through Regulation and Mindset Theories enhance entrepreneurial actions. The study supports the theory that a growth mindset can mitigate cognitive barriers to entrepreneurship, leading to increased entrepreneurial self-efficacy and action. It demonstrates that mindset interventions can be effective in non-educational settings, particularly among necessity entrepreneurs in impoverished contexts. suggest that integrating growth mindset training into entrepreneurship programs can enhance their effectiveness, potentially leading to better economic outcomes for participants. This research contributes to the understanding of psychological factors in entrepreneurship and presents the need for future studies to explore the long term impacts of such interventions across diverse contexts.

Agarwal (2021)High-performance work systems (HPWS), Growth mindset, and need for achievement in relation to employee burnout. The research employs the Conservation of Resources (COR) theory, which suggests that burnout is the result of the risk of losing important resources, whether real or perceived. It stresses that people are driven to build, safeguard, and care for their assets to maintain happiness and reduce tension. The theory also indicates that personal traits, like growth mindset (gMS) and need for achievement (nACH), impact how employees view and react to high-performance work systems (HPWS). HPWS is positively associated with burnout. Growth mindset, and need for achievement moderate the relationship between HPWS and burnout. Individual characteristics influence how HPWS affects burnout, highlighting the importance of mindset and achievement orientation in resource management.

Yodchai et al. (2021) The paper utilizes Implicit Theory of Intelligence (IPT), which encompasses two belief systems namely Entity Belief System of Intelligence (EBSI) which represents a fixed mindset where intelligence is seen as unchangeable. Incremental Belief System of Intelligence (IBSI) which reflects a growth mindset, viewing intelligence as malleable and capable of development. IPT serves as a framework to understand the relationship between personal beliefs, creativity, and entrepreneurial success in the tourism industry. A growth mindset enhances entrepreneurial success through IC. A fixed mindset has a limited direct impact but can influence success via IC. It also developed a framework to boost creativity and performance in tourism entrepreneurship.

Duncan-Horner et al. (2021) studied Intrinsic and extrinsic factors influencing social entrepreneurs (SE). Critical enabling factors such as individual background, empathy, sense of

belonging, and growth mindset. Normative drivers affecting social change processes. The study integrates classical entrepreneurship theories with social learning theory, emphasizing self-efficacy and the role of social norms in entrepreneurial intentions. It also explores contemporary intention models that highlight perceived feasibility, desirability, and social capital. SE are motivated by a mix of self-oriented and other-oriented mechanisms, with empathy and a growth mindset being crucial for sustaining pro-social entrepreneurship actions. The research identified ten critical enabling factors that foster SE potential, including unmet social needs and the declaration of a social mission. The study also proposes a new intentions model outlining five phases of enterprise development, which can guide future SE initiatives. Insights from this research are vital for leveraging the transformative potential of SE in addressing urgent sustainability challenges.

Feng Wei and colleagues (2023) conducted a study on how negative feedback change impacts goal commitment, growth mindset, and task performance, utilizing the goal-setting theory. This theory suggests that people assess their performance by feedback, which impacts their motivation and dedication to goals. The research uses this theory to examine how altering negative feedback impacts task performance by influencing goal commitment and growth mindset. Studies indicate that a rise in negative feedback can decrease employees' task performance by undermining their commitment to goals. Employees with a growth mindset are less affected by negative feedback in terms of goal commitment compared to those with a more fixed mindset, suggesting that having a growth mindset can help protect against the negative impact of negative feedback.

Kristen Justus et al. (2022) The study explores the relationship between self-efficacy and performance outcomes, particularly focusing on how self-efficacy and mindset influence leadership effectiveness. It emphasizes the importance of understanding the complex interactions between these variables in the context of educational leadership. It studied variables are principal self-efficacy, growth mindset, instructional self-efficacy, moral leadership self-efficacy and performance. Principals with high instructional self-efficacy tend to receive better performance evaluations, showing a positive link between self-efficacy and performance. On the other hand, performance outcomes were negatively correlated with both growth mindset and moral leadership self-efficacy. More precisely, when moral leadership effectiveness goes up, performance assessment goes down. The research emphasizes the importance of delving deeper into the effects of various mindsets on leadership efficacy and organizational success. This study provides important perspectives on how self-efficacy and mindset impact educational leadership, indicating potential areas for further research and practical use in leadership training

Szufnag Chuang (2024) studied the impact of Confucian humanity on technological advancements and job roles in the Age of Robots. Employee participation and its multidimensionality during the transition to Industry 4.0. The relationship between traditional

Confucian values and human resource management practices, such as recruitment, training, and retention. The study utilizes the Black Swan Theory to understand unpredictable events and their implications for human resource management in the context of technological changes. It also draws on traditional Confucian philosophy to explore its relevance in promoting ethical behavior and continuous improvement in workplaces affected by automation. Confucianism can help organizations and employees adapt to technological changes by emphasizing humanism, harmony, and lifelong learning. Three key propositions were made: valuing humanity can enhance coexistence with AI; Confucian concepts can support management through technological transitions; and HR professionals can act as change agents by adopting Confucian principles. The study highlights the importance of upskilling and reskilling employees to maintain competitiveness in a robotic workplace.

Gayathri (2023) The study examines several key variables, theories, and findings related to innovative work behavior (IWB). The variables studied include Character Strengths (CS) as antecedents to IWB, with Creative Self-Efficacy (CSE) acting as a mediator between CS and IWB. Additionally, Growth Mindset and Learning Organisation are explored as moderators that influence the relationship between CS, CSE, and IWB. The theoretical foundation of the study draws from three frameworks: the Positive Organisational Behaviour (POB) framework, which highlights the role of positive traits in improving workplace outcomes; the Resource-Based View (RBV), which focuses on leveraging internal resources for competitive advantage; and the Dynamic Capabilities Theory (DCT), which relates to an organization's ability to adapt and renew resources in response to changing conditions. The study's findings propose a conceptual framework establishing direct relationships between CS and IWB, underscoring the critical role of CSE in this relationship. It suggests that organizations can enhance IWB by utilizing employees' internal resources rather than relying on external solutions. Additionally, the research identifies a gap in the understanding of how CS can be effectively leveraged to foster positive organizational outcomes, suggesting the need for further exploration in this area.

Muhammed (2024) The research is centered on various important factors connected to both leadership and organizational learning. The article explores leadership techniques like transformational, servant, and adaptive leadership, which encourage a growth mindset and facilitate knowledge sharing among employees in companies. It also examines organizational learning results, such as learning agility and the impact of technology-driven learning programs. The research also takes into account moderating factors such as industry type and organizational size, as well as mediating factors like trust and resource availability. The basis of the theory is Albert Bandura's Social Cognitive Theory (SCT), which highlights the interplay between cognitive, behavioral, and environmental factors in the learning process. This theory offers a structure for comprehending how leadership actions influence the process of organizational learning. The results show that leadership is crucial in establishing a culture of ongoing learning, which boosts employee engagement, creativity, and innovation. Leaders who embrace learning

from mistakes and take calculated risks create an environment of psychological safety, allowing team members to experiment and learn without fearing consequences. The research also highlights the significance of companies dedicating resources to learning and fostering a culture that values continuous improvement and learning.

Lyons & Bandura (2023) The study explores two key psychological concepts: workplace engagement and the growth mindset, and their importance in human resource management and employee development. Workplace engagement is defined as a motivational state characterized by dedication, energy, and absorption in work activities, while the growth mindset refers to the belief that personal characteristics can be developed, unlike a fixed mindset. The study also examines employee behavior, including perseverance, learning from mistakes, and involvement in tasks. Grounded in positive psychology and human resource management, the research highlights the role of managerial interventions in boosting engagement and fostering a growth mindset. Findings show that engaged employees perform better, are less likely to leave, and enjoy better well-being. Employees with a growth mindset view challenges as learning opportunities, which increases their engagement and job performance. Effective interventions include enhanced communication, focusing on efforts rather than attributes, goal-setting, and experiential learning. The study emphasizes the connection between engagement and growth mindset, underscoring how managerial practices can enhance employee development and performance.

Zhang et al. (2023) The study explores the relationship between trait gratitude and subjective career success (SCS), using the broaden-and-build theory (BBT) and a self-regulatory perspective. Key variables include trait gratitude, defined as a tendency to appreciate the benevolence of others, and SCS, which reflects job satisfaction and perceived career success. It also examines the growth mindset of work and the breadth of networks built by employees. The findings reveal that trait gratitude is positively related to SCS, mediated by both the growth mindset and the breadth of internal and external networks. The study notes that trait gratitude is more strongly linked to social resources (network breadth) than to psychological resources (growth mindset). This suggests that fostering gratitude within organizations can enhance career success by building valuable psychological and social resources. The research underscores the importance of considering trait gratitude in recruitment and creating environments that encourage gratitude to boost employee success.

Han et al.(2024) The study explores the relationships between individual mindsets, team growth mindset (TGM), and shared leadership (SL) behaviors within design teams. Key variables include individual growth mindset (IGM), individual fixed mindset (IFM), and TGM, which reflects the team's belief in developing each other's capacities through learning. SL is examined across three dimensions: task-oriented, relation-oriented, and creativity-oriented leadership. Grounded in implicit theories of intelligence by Carol Dweck, the study emphasizes how growth mindsets influence collective team capabilities. Findings reveal that IGM positively affects both TGM and SL behaviors, while IFM does not. TGM also mediates the relationship between IGM

and SL, suggesting that individuals with a growth mindset foster a team mindset that enhances shared leadership. The study highlights the importance of fostering growth mindsets at both individual and team levels to improve leadership dynamics and team performance, recommending HRD initiatives like training and coaching to cultivate these mindsets for better collaboration and effectiveness.

Jihye Oh and colleagues (2024) investigate how growth mindset, job crafting, meaningfulness at work, and in-role performance are interlinked, utilizing the Job Characteristics Model (JCM) and Job Crafting Theory (JCT). Believing that capabilities can be developed, a growth mindset is linked to performance and meaningfulness at work. The research shows that meaningfulness plays a role in connecting growth mindset and performance, indicating that those with a growth mindset view their tasks as more meaningful, ultimately boosting their performance. It is interesting how job crafting influences the connection between having a growth mindset and finding meaning in work, especially when job crafting is minimal, resulting in greater indirect effects on performance. This study emphasizes the impact a growth mindset has on job attitudes and performance, emphasizing the importance of job crafting in this dynamic.

Karpagavalli (2024) The study examined key variables such as Positive Work Reflection (PWR), Positive Affects (PA), Work Contacts (WC), and Growth Mindset (GM), using a three-way interaction model. This model suggests that the relationship between positive work reflection and positive emotions is moderated by work contacts, with the growth mindset further influencing this dynamic. The findings show a significant positive relationship between PWR and PA, indicating that reflecting positively on work enhances well-being. Work contacts were found to strengthen this relationship, and a growth mindset further amplified the positive effects, especially for individuals with frequent work contacts. The study highlights the attention for growth mindset and managing work contacts to maximize the benefits of positive work reflection on employee well-being.

Table 1: Growth mindset concept and related influencing variables

Variable	Description	Author(s)
Embrace of Challenges	Individuals with a growth mindset are more likely to view challenges as opportunities for growth.	Dweck, C. S. (2006).
Persistence in the Face of Setbacks	Growth mindset encourages persistence, seeing setbacks as part of the learning process.	Dweck, C. S. (2016)
Effort as a Path to Mastery	Believing effort leads to improvement, not just innate talent.	Dweck, C. S. (2006).
Learning from Criticism	Viewing criticism as valuable feedback for improvement.	Dweck, C. S. (2016).

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Inspiration from Others' Success	Seeing others' success as a source of learning, not a threat.	Dweck, C. S. (2006).
Adaptability to Change	Growth mindset supports adaptability, crucial for career transitions and learning new skills.	Dweck, C. S., & Yeager, D. S. (2019).
Continuous Learning	A perpetual drive to learn and grow, essential for career development.	Pirsoul, T., & Marlier, C. (2023).
Self-Efficacy	Belief in one's ability to learn and achieve, influenced by a growth mindset.	Bandura, A. (1997).
Career Adaptability	Ability to adapt to career changes, enhanced by a growth mindset.	Savickas, M. L., & Porfeli, E. J. (2012).
Resilience	Bouncing back from career-related or educational failures.	Yeager, D. S., & Dweck, C. S. (2012).

This table summarizes how a growth mindset relates to various aspects of career development and learning, highlighting the foundational work by Carol Dweck and additional research by other scholars in the field. Across the studies, a growth mindset consistently enhances performance, learning, and resilience, and plays a crucial role in individual and organizational success. The similarity and dissimilarities exist in different contexts (e.g., technology, entrepreneurship), the mediating/moderating factors (e.g., job crafting, feedback), and the emphasis on leadership versus other organizational outcomes. Some studies also explore fixed vs. growth mindset comparisons, while others focus solely on the benefits of growth mindset.

Future research on growth mindset should focus on expanding its application to different cultural, organizational, and technological contexts, while exploring its long-term effects and interplay with other psychological constructs. Addressing these gaps can enrich understanding and enhance the utility of growth mindset in promoting learning, adaptability, and success in various fields.

Conclusion:

The concept of growth mindset has proven to be a powerful psychological tool in enhancing performance, learning, and adaptability across various domains. As individuals and organizations navigate increasingly complex and competitive environments, fostering a growth mindset can help build resilience, encourage continuous learning, and drive innovation. The current body of research consistently shows that growth mindset positively influences job performance, academic achievement, and leadership effectiveness, while mediating factors such as feedback and job crafting further strengthen these outcomes. Future research should expand the scope of

growth mindset by examining its application across different cultural contexts, exploring long-term effects through longitudinal studies, and investigating its integration with technology-based interventions. By further researching the impact of growth mindset on personal and organizational growth, experts and professionals can create better techniques to promote individual progress and success.

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