Achieving Success in Higher Education Through a Growth Mindset

Selected Topics

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Foreword

It is with great pleasure that I write this foreword to this publication by the Staff Development Centre (SDC) of the Wayamba University of Sri Lanka for the 7th Intake of the Certificate Course in Staff Development.

The SDC has made its mark in training all categories of staff of the Wayamba University of Sri Lanka and has extended its services to outside institutions as well. The training of newly recruited academic staff members of National Universities including ours has been very effective in the past. The 7th Intake too includes a number of academic staff members from other HEIs, especially from the SLIATE.

I congratulate the Director, Staff Development Centre and his staff for the active role played in training of academic, administrative and non-academic staff of the University and extending its services to outside institutions.

I wish the SDC of Wayamba University of Sri Lanka and participants of the 7h Intake all success in their future endeavors.

Prof. S. J. B. A. Jayasekara
The Vice Chancellor
Wayamba University of Sri Lanka

Preface and Acknowledgment

This text represents an extended and revised collection of articles on the seldom discussed theme of Developing a Growth Mindset for a student in higher education.

Sri Lankan universities and other higher education institutions have implemented many student support services such as student counseling, academic advising, and induction programs to help students to cultivate required qualities and thereby to successful completion of degree programs. The first article draws attention to the recently introduced student mentoring program with the objective of providing a guide for academic mentors on strategies of effective mentoring to build the correct mindset in university students.

A growth mindset is imperative for the undergraduates as students will realize that the mind is stretchable in a growth mindset. The second article critically discusses different factors such as the importance of the learning environment, teaching process, motivation and feedback to foster a growth mindset in the higher education system of Sri Lanka.

The next article highlights the importance of student leadership development to improve a growth mindset for the country's future. It then discusses how student leadership can be developed through academic advising through improvement of the learning environment and the mindset of the students.

A well planned and well organized career guidance services in higher education institutes and collages are

essential in minimizing the mismatch between the education system and labor market demands. Higher education institutes should develop structured progressive career education programme integrated within the course in order to motivate their students to develop lifelong learning and career development goals. The fourth article, in light of this, places substantial emphasis on the power and the potential for career guidance to transform the relationship between the educational system and the labor market as well as its importance in an individual's career and personal development.

The last article converse in broad the two types of mindset: fixed and growth, their differences and similarities. It then highlights the importance of the growth mindset as it creates motivation among students and is the most powerful tool to improve learning because it is the driver of students' behavior.

We would like to convey our very special thanks first to, Prof. S. J. B. A. Jayasekara, the Vice Chancellor of the Wayamba University of Sri Lanka for his continuance guidance and support extended to us throughout his tenure to accomplish this difficult task. Our sincere gratitude is extended to the authors of the five selected articles published in this book for their hard work and commitment. Among many who have supported us throughout the process, we very specifically thank Ms. Apsara Amarasinghe, Ms. Madhavi Dassanayake, Ms. Dinusha Debarawatta and Ms. Erandi Wijesinghe – all attached to the Faculty of Agriculture & Plantation Management of the WUSL and followed the CCSD at the SDC/WUSL under our guidance – and Mr. Kapila Ranaraja (Computer

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Approaches for Effective Mentoring to Buildup a Growth Mindset for University Students

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Higher education institutes in Sri Lanka play an integral role in developing literacy in students who become the leaders in next generation. In the last decade, higher percentage of students entered into tertiary education because of opening up of new universities and new degree programs. This increase intake of students created a new challenge to all higher education institutes in developing effective graduates.

According to the new criteria of Quality Assurance and Accreditation Council (QAAC) of University Grant Commission in Sri Lanka, the qualities of a graduate are explained using four main criteria namely KSAM: (1) knowledge, (2) skills, (3) attitudes, and (4) mindset. Though many students are equipped with knowledge and skills, a gap exists between correct attitudes/correct mindset and students attitudes/ students' mindset. Educationalists explain the inculcation of correct attitudes and mindset in student is complex process that requires activities beyond their classroom.

Sri Lankan universities and higher education institutes have implemented many student support services such as student counseling, academic advising,

induction programs to help students to cultivate required qualities and thereby to successful completion of degree programs.

In addition, recently, Sri Lankan universities have initiated mentoring programs with the objective of accommodating diverse need in undergraduate and postgraduate students. However, still there is a gap between the required qualities of students and their achievements. The purpose of this article is to provide a guide for academic mentors on strategies of effective mentoring and at the same time author discusses how mentoring helps to build correct mindset in university students.

Conception of Mentoring

The concept of mentoring has been traced back to the Greek story of Odysseus. Recently, mentoring has received increasing attention in certain fields such as education, management, psychology etc. Effective mentoring requires the mentor to have some basic understanding of what mentoring is including its benefits.

The prevalence of mentoring in various settings and the wide range of issues mentors address, scholars have struggled to develop a common definition of the term. There are over 50 different definitions of mentoring in the social science literature. Some describe mentoring as a concept or process, while others use the term to

describe a specific set of activities. Par sloe (1992)[1] has defined mentoring is "to help and support people to manage their own learning in order to maximize their potential, develop their skills, improve their performance and become the person they want to be".

Mentoring is a continuous and dynamic relationship between two individuals in which an individual shares knowledge, skills, information, and perspective to foster the personal and professional growth of the other. Therefore it is also considered as a learning partnership between a more experienced and a less experienced individual. Additionally, mentoring is a positive developmental process which involves emotional i.e. friendship, support and influential i.e. teaching, coaching, advising, sponsoring functions.

The primary aim of mentoring relationship is to build capability and self-reliance in the mentee. Confidentiality, trust, mutual understanding and positive expectation are the keys to a successful partnership. Mentoring is a valuable strategy to provide students with the emotional and instrumental support that students need to achieve the goal of a degree.

Types of Mentoring

Many different types of mentoring programs are reported in literature depending on the nature of institute and the individuals involved. In general, mentoring can

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[1] *Parsole, E. (1992). Coaching, mentoring and assessing: A practical guide to developing competence. London.*

be divided into two broad categories as formal mentoring and informal mentoring. A formal mentoring relationship refers to assigned relationships, in which the organization guides the mentoring programs. These kind of mentoring programs are highly structured and have a framework. The formal mentoring is preferred by many higher education institutes due to easy management. Informal mentoring relationships develop by their own, such as when a person approaches a possible mentor and that person agrees to form a mentoring relationship.

These two types can be further divided based on the number of individual involved (one to one mentoring, group mentoring, and multiple mentoring), based on nature of individual involved (casual mentoring, peer mentoring, graduate/undergraduate mentoring, executive mentoring, etc.) and based on nature of mentoring process (developmental mentoring, sponsorship mentoring, e-mentoring).

Why University Students Need Mentoring?

According to the literature and by experience it is evident that most of Sri Lankan students except medical students, and engineering students enter the university with no career goals. Students who sit for Advance Level examination from science, mathematics streams have the aim of obtaining the highest grade and thereby to enter into the medical faculty or engineering faculty.

Students who lost that dream have to enter a faculty which is given by university grant commission according to their scores and ranks. Therefore, many students move

in to universities with a great disappointment and stay unmotivated during first few months or throughout university life. Academic mentors can help students to set career goals and motivate them.

At the beginning of university life, students face major changes in their lives. They experience the transition from late adolescence to early adulthood. Accordingly, their needs and expectations change. Also most of students lose the parental care as they stay away from home thus feel lonely. Early they were dependent on parents and with the entrance to the university they have to be independent. Further, students have to connect with different cultural groups/students which may be a new experience for them. Also some students face language problems as many degree programs are conducted in English medium.

Researchers found that most of first year undergraduates face with mental health problems such as depression, anxiety, stress as they are unable to cope with new environment. In some instances this might cause incidents like suicide, or addicting to alcohol/drugs etc. Mentors help students cope with challenges such as absentee parents, an unstable mental situation, or lack of familiarity with the world outside their immediate community. Mentoring for students can direct toward helping them feel connected to the campus community for improved student outcomes.

The needs of students vary through their university life. Therefore, goals of mentoring relationship need to change accordingly. Another occasion that

undergraduate require mentoring is the time that they select their specialization/majoring subjects. Most students do not have clear understanding about the importance of their decisions. Normally, they follow opinions of friends or senior students. In most Sri Lankan universities, an independent research work is essential at the final year as a partial fulfillment for the degree program.

Guidance from an academic mentor is very useful to become a successful researcher. At the final year of degree program, the main concern of undergraduates is getting a suitable job that match with their interests and qualifications. However, there is common belief that university students are lack of employability skills. Mentoring relationships thus involve the provision of career, social, and emotional support in a safe setting for self-exploration that results in positive academic and personal outcomes for students.

Role of a Mentor in Universities

Mentoring serves different purposes, especially based on the individuals' age and needs. According to definition, a mentor is someone who gives wise advice. In practice, mentors provide a wide spectrum of learning and supportive behaviors, from being a friend to being a role model, from helping to build networks and improve personal resourcefulness to simply being there to listen, from helping people identify their goals to planning how they will achieve those goals and many more.

The question "What academic mentors do for university students?" has many answers. A useful acronym from a North American article state that the mentor: manages the relationship, encourages, nurtures, teaches, offers mutual respect and responds to the mentee's needs. The encouragement and motivation given by the academic mentor is useful in academic success of university students. By providing information, and guidance, mentors can play an important role in nurturing students' career goals, helping them prepare for the university life and, advising them on how to make successful transitions from school to their first year on university.

In addition, mentoring for students in universities helps students to feel more connected and engaged on campus, which can ultimately improve student outcomes. Further, mentors nurture mentees' social and psychological development, serving as a role model, and providing support for goal setting and future planning.

Competencies / Skills of a Mentor

There is a great deal of confusion in the literature between practical skills or competencies and function of a mentor. Clutter Buck (2000) mentioned 10 competencies of a mentor namely; self-awareness (understanding self), behavioral awareness (understanding others), good humor, professional knowledge, communication competencies, interest in developing others, clarity in mentoring goals, conceptual modeling, commitment to own learning, and relationship management.

Mentors need high self-awareness in order to recognize and manage their own behaviors within the relationship and to use empathy appropriately. Mentor should able to perform a deep self-assessment, and to connect with themselves and find their real wishes and motivations with regard to mentoring. Being more self-awareness helps to facilitate the connection to others, improves perceptions about others, and aids in identification of the talents of the mentee.

Also, understanding how others behave is important for mentors. One of the most important skills of a mentor is the ability to identify skills and qualities of the people that they are mentoring. It is also important for mentor to have good sense of proportion in developing rapport with mentee. There is no argument of that a mentor needs to be a skilled person to facilitate the smooth functioning of mentoring relationship. An effective mentor is a good communicator. Communication is not a single skill; it is a combination of skills such as listening, observing, parallel processing, projecting, being open to the verbal and non-verbal signals, exiting etc.

Effective mentors have an inherent interest in helping others to recognize and achieve their potential. They become role models for self-managed learning. Also effective mentors have a portfolio of models that can use to help mentees to understand the issues they have. According to the situation and the learning style of the mentee, it may be appropriate to present these models. Effective mentors must be able to help the mentee to sort out what he or she wants to achieve

(career goal). All above mentioned competencies are important in relationship management or to build and maintain rapport. However, additional help in developing rapport may be provided according to the situation.

Literature mentions many personal attributes of an effective mentor such as; active listening, motivating, influencing, fact finding, empathy, flexibility, questioning skills, good communication skills, and many more.

Mentoring Towards Correct Mindset

In the Oxford dictionary, mindset is defined as the established set of attitudes held by someone. It is a mental attitude that determines how you will interpret and respond to situations.

In a fixed mindset, students believe their basic abilities, intelligence, talents, are just fixed traits. According to their beliefs, no matter how much they learn or how hard they work their intelligence stays the same. In a growth mindset, students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it". Research findings have proven that the brain is like a muscle that gets stronger and works better the more it is exercised. The mindset of students affect greatly on students' performance.

It is difficult task to identify the mindset of an individual as thoughts, cognition, emotions, perception etc. as they are not tangible. Psychologists use human behavior as an indication of their mindset. Students belong to above two categories behave in two different ways or their reaction for a same incident is different. For an example, fixed mindset students fail to recover from lower grades in examination, but if the students have growth mindset they recover successfully at the time of their failures.

Students with fixed mindset suffer from stress due to increase in class workload and act negatively where students with growth mindset take the event as a challenge and work hard. Further, fixed mindset students hide their mistakes, conceal deficiencies and blame to others for their mistakes while growth mindset students capitalize on their mistakes and challenge to deficiencies. From above examples, it is clear that the correct mindset for a student is the growth mindset. Therefore the personal development tools such as academic advising, mentoring should be aim for developing growth mindset in students.

Scholars use the term academic mindset to explain the mindset of a student. The academic mindset refers to the student attitudes, beliefs and dispositions about learning and the learning environment that are associated with positive academic outcomes and success. Many researchers have outlined the relationships between students' academic mindsets, learning strategies, study behavior and their academic and learning outcomes.

The academic mindset of a student has a great influence on the academic behavior i.e. class attendance, homework completion, study habits, participation to classroom activities of students. Also, mindset of students affects their learning strategies such as self-learning, study skills, time management, goal setting, metacognitive strategies etc.

According to research findings, mentoring helps in academic success of students. There are proofs on the impacts of mentoring for increasing in grades of underperforming students, decreasing in unexcused absences, tardiness, and bullying or fighting in universities. Mentoring has a positive impact on students' persistence and academic achievements in academy and helps prepare them to be successful in professional careers. Undergraduates who receive mentoring from faculty during first year of the academic program demonstrate increased academic achievements.

It is evident that students who have mentors score higher GPAs than students who do not have mentors. Students at both the undergraduate and graduate levels reported that mentoring helped them develop skills and behaviors necessary to succeed professionally. Researchers have proven that undergraduates who received mentoring throughout their first year of university had higher percentage of persistence rate than undergraduate who did not receive such support. All the above mentioned findings clearly indicate that mentoring process help in building correct i.e. growth mindset in undergraduates.

Planning of Mentoring Programs in Universities

The starting point of any mentoring programs must begin with a clear statement of objectives against which progress can be measured. For an example, the objective may be to speed and improve the induction of new students or to reduce the percentage of students' leftover in their first year of degree program. Putting these objectives into practice requires a great deal of preparation. Therefore, the initial phase of mentoring programs should be planned properly.

It is critical to estimate the cost of implementing a mentoring program and determine from where the resources to cover these costs will be obtained. Throughout the mentoring program, faculty should ensure continuous support by providing facilities, commitment and participation from mentor/mentee groups, to organize especial training courses/workshops for both mentors and mentees, ensure confidentiality and measure both process and outcomes of existing mentoring program.

The Faculty can organize workshops for mentors to clarify the aim of mentoring scheme, the benefits of mentoring relationship, the nature, stages and phases of the relationship, the qualities of an effective mentor, practical tools and techniques for helping the mentee etc. These workshops could operate through brainstorming sessions, as role-play and critique sessions. Normally, this kind of workshops encourages mentors to act as a support network for each other. In addition, through

workshops mentor can recognize the potential risks involved in being a mentor.

Many effective practices have identified through research which helpful in ensuring high quality mentoring programs. It is essential to conduct researches on students' needs and effective strategies for meeting the identified needs. In researching student needs, staff should ask in what ways mentoring could support students in achieving their career goals, how students and their parents will view mentoring, and whether students have time to commit to work with a mentor on regular basis for a short duration.

Approach for an Effective Mentoring Process

A typical mentoring process can be categorized into three main phases namely clarifying expectation, productive phase and maturation and closure.

The Mentoring Process

Phase 1: Clarifying Expectation

The main objective of phase 1 is to clarify expectation of mentees. Establishing rapport and building trust is the key to the development of a successful mentoring relationship. During the initiation phase, mentor and mentee test the mentoring relationship to know whether they can work together. Initially, the mentor wants to use a balanced approach to build up rapport with the mentee.

Both mentor and mentee need to prepare for the mentoring relationship; by understanding the mentoring process and their own role as mentor/mentee; by obtaining background information of mentor/mentee; by planning the approach for the first meeting. Also they need to have clear understanding about the role of other personal development tools such as advisor, supervisor, coach, counselor etc. It is advisable for the mentor and the mentee to have an agreement for how they intend to work together.

The mentor and mentee need to agree on certain ground rules related to their relationship. Those may include: creating a set of specific short term and long term objectives for the relationship, deciding the place, time, frequency of mentoring meetings, elucidating the goals (career, developmental), boundaries, type and time line of the relationship, stating the expectations that both have for the relationship, identifying the necessary commitment that both must make, creating a tentative schedule for formal meetings, setting up a procedure for handling informal contacts between formal sessions,

determining who has the chief responsibility for driving the relationship, and also most important to agree on confidentiality. Contracting or agreeing on ground rules can help to facilitate the mentoring process and prevents misunderstandings between mentor and mentee.

Phase 2: Productive Phase

The middle period of the mentoring process is regarded as the most rewarding for both mentor and mentee thus termed as the productive phase. According to research findings, it is evident that mentoring is a developmental relationship. With the time, relationship between the mentor and mentee strengthens as a result of high degree of trust. The mentee will have goals in terms of current work or future career plans.

Setting out what these goals are, with the support of the mentor, will help when reviewing what progress has been made. It is advisable to arrange review meetings along with mentoring meetings after six months of the relationship. Thus, mentor can give feedback to mentee about successes and failures. It helps to reorganize the objectives if there is any weakness or deviations of initial objectives. Also arrangement of frequent mentoring meeting is important to maintain the rapport with mentee. Throughout the productive phase, mentor need to demonstrate a remarkably consistent skills to deal with mentees' issues.

When dealing with issues, mentor needs to listen to mentee carefully to better understanding of the mentees' issue. Before launching into problem solving mode, the

mentor should ensure that the mentee is in a sufficient positive frame of mind. Mentor can share own experiences and approaches in dealing with problems and can use their own networking to help mentee. An effective mentor presses the mentee to set mental deadlines by which he or she expects to have tackled at least of the initial stage of the plan.

Phase 3: Maturation and Closure

Mentoring relationships change over time as the work and/or career circumstances of either the mentor or the mentee change and evolve over time. Unavoidably a time will come when either the mentor or the mentee will want to move on. Closing off the relationship is important for both the Mentor and Mentee. It provides an opportunity to review what progress and what benefits both have got from the relationship.

For both mentor and mentee the period of closing the relationship is important for their reputation and future career. At this stage, the mentee needs to demonstrate his or her skills and independence in decision making, problem solving and other related activities. At least one review meeting before the expected formal end of the relationship, mentor and mentee should review; what the relationship has delivered in terms of expected outcomes i.e. changes in knowledge, behaviour etc., what the relationship has not delivered; what are the future mentoring needs of the mentee. The end date for mentoring relationship should plan in advance or the mentoring relationship can be

continued according to mentees' requirement with new goals or transfer the process to someone else.

Academic mentoring is more attractive for some students than others depending on their personality, help-seeking attitudes, academic dispositions, perceived support from friends, and support available during the transition to college. Most mentoring schemes for university students focus on developing the knowledge, competencies, and confidence needed to successfully undertake their responsibilities.

According to literature, eight key components are essential for an effective mentoring relationship: (1) open communication and accessibility; (2) goals and challenges; (3) passion and inspiration; (4) caring personal relationship; (5) mutual respect and trust; (6) exchange of knowledge; (7) independence and collaboration; and (8) role modeling.

Benefits of Mentoring

The benefits from mentoring can be recognized in three main areas namely benefits for mentee, for mentor and for institute.

Benefits for Mentee

Mentoring programs in universities/ higher education institutes offer a wide range of benefits for mentees/undergraduates. At the outset, mentoring programs help new students transition from one educational environment i.e. teacher centered learning to

another educational environment i.e. student centered learning. Mentees are benefited by easy induction to new environment. Also an academic mentor helps mentee to explore their own potential and enables them to gain the self-knowledge thus improves self-confidence of mentees.

Additionally, through the mentors, mentees learn about the formal culture, its values, vision, mission, and management structure of the university. The mentor advises the mentee on self-presentation and behavior so that he or she can cope with the formal and informal culture of the university. Furthermore, a mentor can act as a role model a tangible symbol of what the mentee can achieve in the future. As a role model, the mentor helps the mentee to focus career goals by giving career advice and career guidance.

Within the context of mentoring, the mentee gets a trusted person who will help him or her through decision making process, identifying personal values, and in making career goals. Moreover, mentoring between senior academic staff members and undergraduates reveals to the mentee how power is gained and employed within the institute. It helps to develop the skills of judgment in mentees and subsequently improve the leadership skills in mentees.

Benefits for Mentor

Research conducted on mentoring in recent years concluded that mentoring programs share some common benefits for mentors. Firstly, mentors learn from mentees

in a variety of ways. Mentee is a good resource of different experience, from which the mentor can extract learning.

Explaining concepts to someone else is a good way to strengthen good practice in oneself. Secondly, mentoring sessions are good opportunity for mentors to make a reflective space in a hectic daily schedule. In addition, many mentoring relationships almost always involve a higher level of intellectual challenge which helps to expand logical thinking. Further, mentoring relationship is rewarding to mentors when mentee achieves their personal goals. Moreover, mentoring increase the peer recognition of mentors within the institute.

Benefits for the Institute

A formal mentoring scheme eases some difficult process of integrating new students to the university culture. Assigning a mentor to a new student helps to reduce leftovers during the first year of degree program. Mentoring cultivates in the mentee an increased sense of commitment and loyalty to the organization. In addition, a well-structured mentoring scheme improves the communication between staff members and undergraduate which help to mitigate conflicts among them.

Limitations of Mentoring Programs

Mentoring of undergraduate students is a challenging task for even a faculty member and student

share the same educational background. Many factors such as different expectations about workload and progress involve in creating misunderstanding in the mentor/mentee symbiotic relationship. The challenges can be overcome, and mentorship relationships can be productive and rewarding, if both the faculty members and the students learn about each other's assumptions, expectations and communication strategies.

The common pitfalls of mentoring programs are either due to organizational issues or due to the issues of mentoring relationship.

Organizational Issues

A common limitation of mentoring programs is the poor planning and preparation. The lack of framework for the program and unclear objectives will lead to failures in the program. Also in the absence of clear outcomes, it is difficult to measure the success of the program. There has to be enough formality within a mentoring scheme. However, too much or too little formalities create problems within the mentoring framework.

There is a well-known myth that every academic member can become a mentor for undergraduate students. In general it is a good practice that to provide at least minimum level of training to academics who are engaged with mentoring. Faculty must be aware of the problems and the conflicts that the mentoring pair may experience. Careful selection and preparation of both mentor and mentee can avoid such problems.

Issues from Mentor and Mentee/Relationship Issues

All the mentoring relationships suffer from common problem due to lack of time. Another common relationship issue is mentor fail to establish rapport with mentee. The relationship is developed with the trust and mutual understanding between the mentor and mentee. In the absence of good relationship it is always better to end the relationship. In some instances mentor/mentee find difficulties in clarifying the relationship purpose. So that mentoring relationship become less in value. Further, if mentor/ mentee is new to mentoring process then they expect too much of each other. In addition, the literature on mentoring gives many references to problems due to spouses, supervisors or other senior members.

Having a mentor is not always a blessing. The downsides of mentoring for mentees emerge when the mentors are lack in experience or the program is poorly designed and/or implemented. There is evidence on overbearing mentors who want to relieve their own job through their mentees.

Mentoring is an outstanding development tool for the mentee. The mentoring process is rewarding and motivational for both mentee and mentor. Effective mentoring is challenging task, but can be achieved by good planning and effective strategies.

Fostering Growth Mindset for Students in Sri Lankan Higher Education System

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Fixed and Growth Mindsets

Mindsets are believes about ourselves and our basic qualities. In the fixed mindset people believe that their abilities, intelligence and talents as inborn traits. In the growth mind set intelligence, talents and abilities of an individual are considered as malleable qualities. In the growth mind set it is only important to have the desire to learn, hard working and treat effort as the key. Growth mindset confront deficiencies and capitalize the mistakes that a person can have where both the deficiencies and mistakes being hided and concealed in the fixed mindset.

Mindset is the key for success. Perception may not truly be reality, but when it comes to how we approach challenges and opportunities, mindset determines the world we encounter and possibilities we apprehend. Achieving the power of pull requires us to make our assumptions explicit and examine them in different contexts — testing, challenging and refining.

Dweck (2006)[2] distinguishes two extremes of the mindsets people tend to have about their basic qualities: as fixed and growth. She had identified that; in a fixed mindset, qualities of an individual are carved in stone where whatever skills, talents, and capabilities of the person have predetermined and finite. Talents, abilities and qualities that the person lacks will continue to be lack without any improvement. The fixed mindset applies both to the assessment of own qualities as well as to judge the others for their qualities and abilities. In a growth mindset, it is considered that basic qualities of a person can cultivate through the continuous effort and everyone can change and grow through application and experience.

Further, the individual's qualities like intelligence are a starting point, but success comes as a result of effort, learning and persistence. The distinction between fixed and growth mindsets has tremendous implications as individuals and organizations in facing and counteracting the growing pressures around us in learning and working environments.

The Mindset Paradox:

The greatest threat to success is avoiding failure. One of the most provocative aspects of Dweck's work is what it says about our approach to challenges. In

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[2] *Dweck C. (2006). Mindset: The new psychology of success.1st Edition. Random House, USA.*

a fixed mindset, people tend to avoid challenging situations that might lead to failure because success depends upon protecting and promoting the set of fixed qualities of their own and concealing the deficiencies.

If a person gets failed, he or she only focuses on the rationalizing the failure rather than learning from it and developing the capabilities to counteract a similar situation later. With a growth mindset, people focus on learning and development rather than failure and actively pursue the types of challenges that will likely lead to both learning and failure.

Mindset profoundly shapes the key aspects of education, building relationships and talent management. If the students have a fixed mindset, they tend to believe that there are a finite set of smart people and valuable resources outside their education frame work. However there are infinite number of smart or talented people and valuable resources are available nearby (Da Fonseca *et al.*, 2004)[3].

The challenge is how to identify, connect with and mobilize them to deliver more value to the existing education co-system. Because once it is interconnected both the people and resources, system would receive benefits from the network effects of adding more and

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[3] *Da Fonseca, D., Curry, F., Baily, D. and Rufo, M. (2004). Role of the implicit theories of intelligence in learning situations. Encephale. 30(5): 456-63.*

more participants because more diverse capabilities are connected and accessible.

If the students or learners and the teachers can believe that both the resources and the ecosystem itself are dynamic, then the role of the ecosystem is not just to connect and mobilize existing resources but to build relationships that help all participants get better faster. This leads to a more powerful form of increasing returns not just network effects but new mechanisms to accelerate learning and performance improvement as each participant learns faster as more and more participants join the co-system.

A fixed mindset leads the students to focus almost exclusively on attracting and retaining talents. The assumption is that the each person's skills and capabilities are set. Students tend to devote too many resources to those with a perceived stock of knowledge and overlook (and eventually lose) employees with limited stocks but great learning potential. Worse, because the students underestimate the value of learning and development, they will not likely get the most out of those employees where they do value the learning and development.

With a growth mindset, students understand that individual and organizational capabilities can be cultivated and developed, to improve performance and to expand in new directions. They will focus more on talent development, creating work environments and practices that enable employees, regardless of work classification, to develop new skills and to learn by working with

others, by problem-solving and experimentation and it makes easier for them to adopt to the real world problem based applications.

Relationship-building is one of the great advantages obtained through changing the mindset to learn and improve capabilities and talents. A fixed mindset fosters a zero-sum view of the world: "*if you win, I will lose*". With a fixed and finite set of value, the only question is how to allocate it. This perspective fosters conflict and mistrust and, not surprisingly, relationships governed by relative power, tend to be transactional and are rigidly defined to protect each party's share of the value.

A growth mindset fosters a broader view of the possibilities: by working together, "*we can create more value than if we work individually*". While there are still issues around allocation, relationships are cultivated based on a goal of creating an even bigger pie. These relationships center on improving the performance of all participants and the process of creating value together fosters trust. The levels of collaboration and trust deepen with time, creating a more valuable relationship.

Mindset may be destiny but it is changeable. While mindset has a profound impact on our ability to harness the power of pull, Dweck (2006) offers hope: "Mindsets are an important part of your personality, but you can change them. Just by knowing about the two mindsets, you can start thinking and reacting in new ways." The future belongs to those who can adopt a growth mindset.
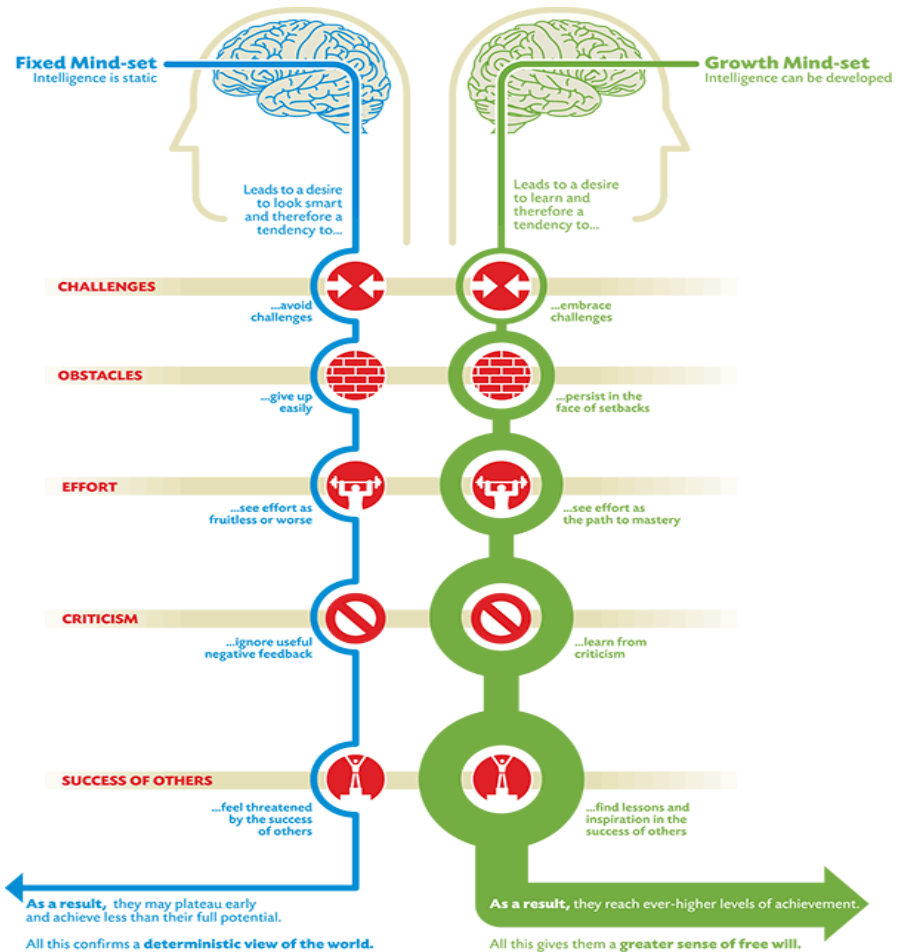
Schematic representation of difference between the growth and fixed mindsets
(Adapted from Dweck, 2006
Mindset: The new psychology of success)

Those with a fixed mindset will likely be increasingly stressed and overwhelmed by mounting performance pressures and sustained uncertainty. The more they avoid failure, the more susceptible these individuals and organizations can be, not learning from mistakes and missing opportunities.

Fixed Mindset in Our Graduates:

Majority of the undergraduates with bio science specialization enter the local   universities have the fixed mindset of being doctors. Therefore, once they enter the universities for other degree programs except medicine and dentistry, feel like having less talents, abilities and intelligence. Low level of expectations about their future carrier further anchor them on dependence on the available capabilities and talents rather than assessing and improving those for future achievements.

Hence, it is quite difficult to convince the undergraduates about the opportunities that they can gain through the   different disciplines over the medical profession in the first couple of years. However, when they advance to the third year where they start the specialization in different disciplines their minds get wide opened for new areas and opportunities to look in. This will not be happen among undergraduates those who get a general degree and passed out.

Unless they initiate a Masters Degree program or a Postgraduate Diploma on a specialized area of interest, they will be taken to the graduate pool where find it

difficult to find a relevant job for the studied discipline. Therefore, a quite significant number of graduates have to wait for years until the government finds the job opportunities for them. Most of them are either underemployed or unemployed for certain period of time unless they change their mindset at least after the graduation. However, some of the graduates with growth mindset tend to explore the opportunities and areas where they can learn and improve through the continuous effort, will be succeeded.

A few of the local universities in Sri Lanka now started to have orientation programs for new comers when they enter the university and most of time when they are advancing to the third year for specialization. In addition, Government of Sri Lanka has initiated program called "Leadership development" for the undergraduates before entering the universities.

As a pre-requisite they have to undergo two weeks of training on building capabilities on leadership, team work, negotiation and time management following a strict time schedule. Degree programs conducted in different disciplines such as agriculture, bioscience, management, fine arts etc now moving towards the changing of undergraduates' mindset rather than teaching as its quite definite that time has almost come to welcome revolutions in undergraduates. Otherwise they cannot cater the growing requirement especially in the corporate sector.

Normally the graduates of the local universities don't prefer to work in corporate sector giving different

view on it. Some may have problems with hard working, meeting deadlines, working for long hours and cope up with stress etc. Most of the time, they have tribulations with their own attitudes. Therefore, it is in great need to change their mindset and accompanied attitudes at least during the university stay. Otherwise local universities will not be able to produce the graduates those who fit rapidly to the dynamic sectors in Sri Lanka as well as to foreign job market.

In improving the growth mindset of undergraduates, four basic classroom strategies can be utilized as follows: establishment of high expectations, create risk tolerant learning area, give feedback that focuses on process and introduce students to the concept of malleable mind. Therefore, the subsequent sections will be preceded with the elaborations of the above four basic class room strategies, and the ways and means by which those strategies introduced and diffused through the higher education system of Sri Lanka.

Establishment of High Expectations

Cohen *et al.,* (2010)[4] shows that establishment of high expectations increases motivation in vulnerable students. Therefore, it is important to create a challenging environment in teaching and learning process and let the students know that the teachers are

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[4] *Cohen, G.L., Steele, C.M. and Ross, L.D. (2010). The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide. Personality and Social Psychology Bulletin, Sage Publications, Canada.*

challenging them because that teacher knows that all of them have the ability to meet those expectations. It is important to use the language and vocabulary that outlines the high expectations among the students. When a new lesson or topic is introduced to the students, if lecturers can use lesson- framing language i.e."This will be a challenging concept to learn, but all of us can reach goal. I want you to stretch". On the other hand giving verbal and written comments or feedback to the students which is specifically designed for individual students will be beneficial in enhancing the higher expectations.

Individually specified feedback which guides the students on ways by which they can improve their abilities, skills and talents. It carries an explanation which describes that lecturer believes that the students have the great potential and capacity to develop a high level of skills further. It motivates students to sharpen their talents and skills in the learning environment.

In our degree program students are always being shown the future endeavor that they can achieve after the graduation. Employment opportunities that they can achieve in the future will also be discussed at the point of initiating the degree program as well as when specialization begins at the third year. The way that the undergraduate can score, improve skills and attitudes also being guided during different intervals.

Some of the achievers from the past students and other successful people in the country are invited for stimulating sessions conducted for students where students can share the experiences of those experts.

Giving written and verbal feedback on learning process is also being effectively handled by the academic staff. Whenever it is possible to reproduce the feedback on students' performance, skill development and creating positive attitudes towards challenges, lecturers and administrators of the university use it with the aims of facilitating the high level of expectations among the students.

Creating a Risk Tolerant Learning Zone

Allowing the students know that lecturers/ instructors value challenge-seeking, learning, and effort above perfect performance, and that the amount of progress they make individually is more important than how they compare to others. Make it clear that mistakes are to be expected and that we can all learn from them. It is important to encourage the students to welcome the errors in their learning process.

At the beginning of a particular academic year or semester it is better to write an email, letter or short message telling that the extent by which the lecturers and the academic supporting staff looking forward to support them in their academic work and extracurricular activities. It should be on individual basis aiming the personal growth, and mistakes to be welcome in the lecture room, laboratory or other teaching learning environment. Even when a laboratory practical or a field practical to be done, it is essential to students have to find some confusing or questionable contents and can make initial errors.

In addition, they can be encouraged to tell the best mistake they have done during last week or two and what they have learnt from it. Then, it stimulates the students to share the experiences of each other, how to cope up with the similar kind of mistakes if faced and available solutions for them.

Ultimately, students can make the wisest choice from as they can learn from peers and superiors. In the student centered learning process which is being practiced currently in the faculty, it always the mistakes are welcome. When the students are advancing to the third year for specialization, they are put on real life problems and finding the solutions will be a really challenge. In that instance, errors and failures are always appreciated and importantly they learn and share the errors. Therefore, most of time students learn from the errors and mistakes they have done rather than from the lectures.

In the nutrition specialization, students are assigned for individual and group assignments like preparing videos, web pages, conducting media interviews, working in the community for short time, preparing the press articles etc. Even before the specialization, Social Harmony and Conflicts Resolution module offered with the aim of addressing and encouraging students to learn from the errors and peers.

In fact it is always ensured that the students can do errors and find solutions by their own to solve them as well. In the laboratory practical it is always they are not

assessed for the values, however following of the correct procedure with coming up of errors are always welcome.

Give Feedback That Focuses on Process

Students can control their effort, challenge-seeking, persistence, and good strategies which are not on their personal traits or abilities. Lecturers or instructors in higher education can praise the students to improve the students' performance. Praising the students for their "smartness," is less important than helping them to understand the importance of their own actions in achieving success. Mueller and Dweck (1998)[5] showed that praising students for effort triggers growth mindset thinking. However, many students think that effort is simply doing something for a long time, or doing the same thing over and over. Instead, helping the students to understand that there are many ways to employ effort effectively, such as seeking out challenges, setting goals and making plans, using creative strategies, and sticking with it when they are having difficulty are of great importance.

Developing some tools to assess the students' effort, guiding them the way to use it for self assessment, and help them on building their effort and strategies would assist them in the success journey. Giving feedback is appropriate to the situation. For example, if the students

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[5] *Muller, C.M. and Dweck, C. S. (1998). Praise for Intelligence Can Undermine Children's Motivation and Performance. Journal of Personality and Social Psychology 75(1): 33-52.*

did not work hard in learning activity, it is not necessary to praise their effort. Sometimes it is important to praise the effort though they have not yet met the goal. I feel it is vital to ensure the delivering of feedback to the students on each component of their learning. In the student centered learning process, students are given more opportunities to meet challenges, deal with problems and coming up with practical and feasible solutions.

If the lecturers can give them an appropriate feedback on what they have being achieved or failed, it will improve the next effort of the students. Feedback can be of both positive and negative nature, however constructive criticism would help the students to grow more. In my practice I always give the students either written or verbal feedback depending on the task they have done, with positive comments proceeded by the negative comments if any. I used to praise them first and show them how effectively they could have achieved the task in a different manner.

Students always enjoy the feedback and I have observed that they are performing well when they are given feedbacks and comments and even attaining the targets also seems to be successful. When I asked them to have a rehearsal before an activity they perform and get the feedback and finally succeeded in the final task i.e. excellent performance in the conducting of media interview.

Introduce Students to the Concept of Malleable Mind

Recent research in neuroscience shows that our brains develop through effort and learning, and that they are more malleable than previously thought. Teaching this can be a powerful way to help students develop a growth mindset about their own ability. It is important to discuss with the students about the malleable brain, how it works and enable to improve their hidden potentials and being effective in learning process.

Lecturers and instructors in the higher education system can show the students that when they are practicing hard things their brains are forming new connections and making them smarter. Instead of feeling dumb when they struggle, they will learn to "feel" those connections growing.

Teaching students about how the brain changes with learning and how they can build their brains with effective learning strategies through programs like the Brainology. (Brainology: educators and parents). Brainology is one of the most commonly used online program developed by Carol Dweck and her colleagues teaches about brain science and developing skills in students in school age up to the higher education.

By introducing the growth mindset into classroom early in the year, lecturers or instructors can begin to build a culture of growth that will support their students as learners all year long and it will flourish the undergraduates in whole three or four years of stay in the

university as well as their future endeavors. In our capacity in the higher education we practice the concept of growth mindset to show the students, that they can improve the skill and attitudes through learning and only those two will retain in them for success.

It is obvious the students with growth mindset achieve more in education, communication and developing positive attitudes. Therefore during their stay in the university, they are given adequate number of opportunities to develop their attitudes and skill through field practical, laboratory practical, community attachments, community programs, interviewing people, and research project and in-plant training etc. Through all the activities it is expected to develop skills and attitudes essential them to cater the community, corporate sector and also importantly to achieve a proper employment target. Therefore, early initiation of growth mindset concept among the undergraduates is achieved through orientation programs and activity based learning.

Our Approaches in the University: Change from Fixed to Growth Mindset

It is quite definite to introduce the growth mindset as early as possible. In the first year, when the students enter the university they have the fixed mindset about their capabilities and talents. Therefore, at the entrance, orientation programs are conducted at the faculty level. Normally, these orientation programs extend up to one month. Orientations are designed to introduce them to

university culture as well as to the learning and teaching environment.

Through the different tasks they are familiarized with the challenging environment in the learning process and gradually trained to adapt to it. When embracing the challenges we start from highly challenging and less stressful events for the students in the first year. When they advance to the third year for the specialization, there will be another special orientation programs to further emphasize the importance of creating and having risk tolerant learning environment, individual feedback, malleable mind and most importantly to establish the higher expectations on their carrier pathway.

Experts from the government and corporate sectors would come and share their thoughts where undergraduates able to wide open their mind and change and shape it towards the future endeavors. Students in the first year also offered with a special course module on "Social Harmony and Conflicts Resolution". In this special course unit they have to select a particular task not related to their subject matter, and performance based evaluation would be done.

Undergraduates develop and expand their mindset to explore about the task which is highly challenging, therefore they would benefit from improving team work building, leadership qualities and effective communication. Giving verbal and written individual feedback throughout all the four years supplement them to understand the importance of malleable mind, how they can get succeeded in the challenging environment,

intelligence is not fixed and it is still growing and importantly their talents, skills and abilities can be improved through hard working and continuous effort. Finally we convince them that even "genius also works hard" and thus they have to embrace the challenge and do stay with effort.

Developing Student Leadership through Academic Advising

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Students as Leaders

Leadership is a key to our future and also student leadership is an integral part of student success. From a very general perspective, leadership can be defined as the process in which an individual directs, encourages and guides others to perform group tasks oriented to achieve objectives that are shared by all the members of the group.

According to McClellan, (2013)[6], helping students to develop the integrity and strength of that character, prepare them for leadership may be one of the most challenging and important goals of higher education. Increasingly, higher education is being turned to as a source for potential change given its significant role in developing leadership capacity among today's youth.

Most of universities have already included an agenda of promoting the development of future leaders to their

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[6] McClellan, J.L. (2013). *Contributing to the development of student leadership through academic advising. Journal of Leadership Education, 12(1), 207-233.*

master plan. However, student leadership should consist of more than just a student representative sitting in a meeting where students' voices hold a low priority.

In Sri Lanka, three-week university students' leadership training program for university entrants, which is designed to provide leadership training and enhance positive attitudes in new university entrants, have been already started. This training program already conducted for the third consecutive year and the fourth batch will be commencing the training soon.

This university leadership training program is not a compulsory, although it is a very important training to students. It has been reported that there is a very positive response from the students who attended the last leadership training programs. According to them, this program is an unforgettable experience for the new university entrants and can be described it as a special privilege provided by the Sri Lankan Government to evaluate their future plans to pursue higher education with a university oriented mindset.

However, it is a need to have a continuous leadership training programs for the student in higher education throughout their university life. Recent research also indicates that the students can and do increase their leadership skills during the university life (Dugan & Komives, 2007) and that increases in leadership development in turn enhance the self efficacy, civic engagement, character development, academic performance and personal development of students.

It would be interested to suggest that the purposeful development of these capacities might help to improve the leadership capacity of highly educated individuals in the country and will be helpful to diminish the emerging leadership crisis in modern society, especially in Sri Lanka.

Resources for Leadership Development

The idea of the leadership is like scientific disciplines consist of a set of skills, methodologies, and ideas that can be taught. The difference is that unlike, say, biology, leadership should inform all the aspects of life. Leadership programs teach important life skills, such as introspection, cultural sensitivity, moral acuity, people skills and decision-making acumen.

Promote the growth and development of students as leaders is one of major focus of most universities in relation to the educational missions. Therefore, it is needed to identify potential resources available in the higher education system that make significant contribution to develop and promote student's leadership. Academic advising is one of the major resources available in the university system in order to develop and promote student's leadership.

Academic Advising

The primary purpose of the Academic Advising Program in a university system is to assist students in the development of meaningful educational plans. Academic advising is the only structured activity in an academic

establishment in which all students have the opportunity for on-going, one-to-one interaction with a concerned representative of the institution.

Traditional view of academic advising is a method to help the students to choose a program of study and help them with selecting course/s. Through academic advising process students examine themselves, explore their opportunities, determine their best-fit educational paths, and develop action plans for achieving their university degrees.

Academic advisors facilitate this process. Furthermore, advisors advocate for students in the university system, serve as resource brokers for the university community, and help students thrive in a large university setting. Academic advising programs identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

The most important outcome of academic advising is self-discovery: each student's educational goals are matched with offerings of the university. To that end, advisors are responsible for the students' growth and development, accuracy, availability, assessment, referral and confidentiality.

However, it is difficult to define the academic advising as it changes its role according to the given situation. National Academic Advising Association in USA has defined that the academic advising is integral to fulfilling the teaching and learning mission of higher

education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.

Roles of Academic Advisors

There are different roles of academic advisors in higher education system, including:

(1) Academic advisor as a mentor: giving advice, providing examples, and granting access to the mentors social network and resources;

(2) Academic advisor as a developmental professional: to facilitate the broader holistic growth of students;

(3) Academic advisor as a teacher: instructing students' way to gain maximum benefits from their academic programs and curricula;

(4) Academic advisor as a career counselor: providing differing levels of support in relation to; increasing one's self-awareness (career interests, personality, work values), expanding one's knowledge of the career marketing, engaging in career and major decision making, supporting career finding efforts;

(5) Academic advisor as a coach: act more as a facilitator in students' decision making;

(6) Academic advisor as a guidance counselor: providing essential information, offering guidance in relation to course scheduling and degree completion, and giving referrals, and

(7) Academic advisor as an advocate: engage in bringing the voice of the student to bear in organizational decision making.

## Models of Leadership Development in Higher Education

There are number of models of leadership and leadership development have been reported and utilized in developing leadership curricular/co-curricular programs. However, in most cases they have cited five leadership development models which included the servant leadership, the leadership challenge, transformational leadership, adaptive leadership and the social change model of leadership development.

Servant Leadership

Servant leadership deals with reality of power in everyday life-its legimacy, the ethical restrains upon it and the beneficial results that can be attained through the appropriate use of power. There are ten characteristics of the servant leaders and the characteristics are central to the development of servant leaders. These include, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community (Spears, 2002).

Social Change Model

The social change model of leadership development provided the theoretical frame for student's leadership development as this model was developed specifically for college student and included with the emerging leadership paradigm. This model suggested that this leadership is a rational, transformative, process oriented and learned and change directed phenomenon. The central principle associated with the social change model consider leadership as a purposeful, collaborative and value based process that results in positive social change (Dugan and Komives, 2007).
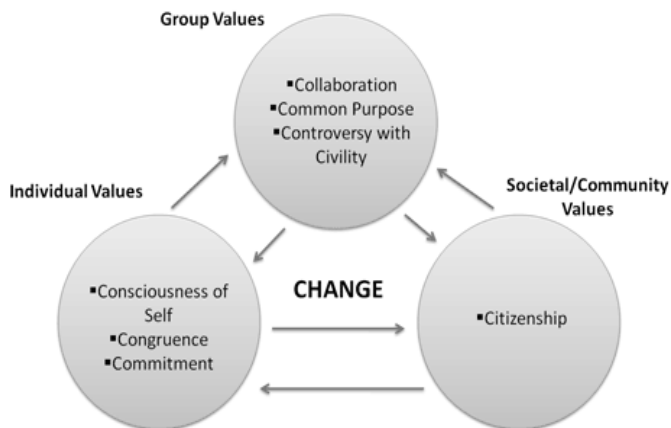
The social change model of leadership development
(Dugan and Komives, 2007)

Transformational Leadership

Considerable evidence suggests that transformational practices do contribute to the development of capacity and commitment. This approach to leadership fundamentally aims to foster capacity development and higher levels of personal commitment to organizational goals on the part of leaders' colleagues. Increased capabilities and commitment are assumed to result in extra effort and greater productivity.

This model of transformational leadership includes factor analytic studies and describes transformational leadership along six dimensions: building university vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, demonstrating high performance expectations and developing structures to foster participation in school decisions. Each dimension is associated with more specific leadership practices and the problem-solving processes used by transformational leaders.

Adaptive Leadership

Adaptive leadership is based on the premise that leadership is more of a process rather than individual personal capabilities. The process requires people to focus on the specific problems at hand and to modify the way they have worked in the past. Type of leadership should compel all stakeholders involving work towards a solution through debate and creative thinking,

identifying the rewards, opportunities and challenges. The outcome of the process should be positive change that is non-threatening to those responsible for generating and executing the change (Randall & Coakley, 2007).

Role of Career Guidance on Adult Professional Development

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Career Guidance: An Overview

Career Guidance has been identified by researchers and scholars as a key focus area to explain the mismatch between the needs of the job market and the products of the educational and training system. Most students and parents are not aware of the job opportunities including self-employment, alternate skill development and training opportunities, and the different careers available in the world of work.

Career guidance plays a key role in helping to meet the goals of both labor market and the education systems. When there is a lack of career guidance, then, it will lead to a large waste of potential manpower and talents.

Career guidance should be based on a number of considerations such as the country's socio-economic requirements and development goals, while fulfilling hopes, expectations and aspirations of a youthful population aged between 15 to 30 years seeking education and employments.

A realistic information and knowledge based approach would be best. Furthermore, this delicate operation of advising the young by way of career guidance should be honest and sincere, and handled by trained, highly motivated, service-oriented individuals who have the interests of guidance seekers and their future at heart.

Career guidance is provided by people with wide range of training and qualifications. Some are specialists in the field and some are not. Some people involves in career guidance have extensive and exclusive training, while others have very little exposure to the field. Training programs are there based on developing skills.

Career guidance as a personalized assistance made readily available by a systematic, mature, experienced and professionally qualified person which gives it the status of a separate field endeavor with adequate sophistication and separate from teaching. It is recognized as a help to individuals to plan their career education, career training and work, and helps schools and educational institutions in motivating their students to take responsibility for their own education and career.

Career guidance is a reinforcement to companies and organizations in motivating employees for further educational and professional development, career management, career training and finding satisfactory job position, as well as professional promotions which contributes to economic development through the development of labor force of a country.

Career Guidance: How Does It Work Today?

There is a considerable consensus about how career guidance works in this new era. We are living in a new era which is described in various ways. Such as 'information age, the 'knowledge society', a 'connected world', and 'risk society'. Although the titles vary there is a great deal of agreement as to what characterizes this new era and the consequence of the rapid change.

Today, Career guidance is provided to people in a very wide range of settings such as Schools and Tertiary Institutions, Public Employment Services, Private Guidance Providers, Enterprises and community settings in many forms as career counseling, career guidance workshop, career guidance seminars, short courses, mock interviews, personal career mentoring and fresher's awareness.

Career counseling is giving advice on career related issues such as career exploration, career change and personal career development. Career counseling or career guidance includes a wide variety of professional activities which focus on supporting people in dealing with career-related challenges - both preventively and in difficult situations like unemployment.

Career counselors work with people from various walks of life, such as adolescents seeking to explore career options, experienced professionals contemplating a career change, parents who want to return to the world of work after taking time to raise their child, or people seeking employment. Career counseling is also offered

in various settings, including in groups and individually, in person or by means of digital communication.

Career guidance workshop supports persons in planning and advancing their professional career within and outside academia. The workshops will help individuals to identify their unique skills and qualifications, envisage individual's career goals and develop career plans, learn about standards and expectations involved in application processes in academia and business, enhance their qualification and professional knowledge for future job responsibilities and be responsive to changes and career opportunities right in time.

Career guidance seminar is a formal presentation by one or more experts in which the attendees are encouraged to discuss about their career related issues. Short courses support the delivery of Careers and work-related education, and to help with planning and undertaking work experience/placements that improves a person's skills and endorse their capability. Short courses provide intensive training to help advance one's career, update their skills and knowledge, or meet specific legislative requirements. There are a wide range of short courses available across a broad range of industry areas.

A mock interview is a simulation of an actual job interview. It provides individuals with an opportunity to practice for an interview and receive feedback. A mock interview helps school leavers, graduates and professionals learn how to answer difficult questions,

develop interview strategies, improve their communication skills and reduce their stress before an actual job interview.

Mentoring is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced person who shares knowledge, experience, and advice with "mentee" who has less experience in the area of work. This mentoring may be between two people within the same company, same industry, or same networking organization. However, the relationship should be based on mutual trust and respect, and it typically offers personal and professional advantages for both parties.

Philip (2003) found out that there are two key challenges today face those responsible for career guidance services. In the context of lifelong learning and active labor market policies, such as Providing services that develop career management skills, rather than only helping people to make immediate decisions, and greatly widen citizens' access to career guidance, extending access throughout the lifespan.

Goals that Career Guidance Promotes

Recent research by the OECD, the World Bank (WB), the European Centre for the Development of Vocational Education and Training (CEDEFOP) and the European Training Foundation (ETF) confirms the importance of career guidance, counseling and information in helping to achieve three main goals:

Lifelong learning goals: Combating early school leaving and ensuring an adequate knowledge and skills base to meet the challenges in creating knowledge-based societies in the context of economic globalization, and promoting adequate linkages between education, training and the world of work.

Labor market outcomes: Reducing mismatches between supply and demand for labor, dealing with un-employment and improving labor mobility.

Social equity and social inclusion goals: Promoting reintegration of marginalized and at risk groups into education, training and employment and mainstreaming of excluded groups into general training programs and labor market services.

Career Development

Career Development is a "continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options" (Hansen, 1976). Other way, it is the process through which people come to understand them as they relate to the world of work and their role in it.

During this career development process an individual adorns a work identity and the influences on and outcomes of career development are one aspect of socialization as part of a broader process of human development.

Organizations need to realize that positive career development for their workforce is a way of helping to attract and retain the best people by recognizing and responding to the needs of individual employees they will get the best out of them. More effective career guidance will assist the development of a knowledge economy and benefit individuals, employers and society at large. It will require a cultural shift in management behavior in organizations towards self-management.

Organizational performance depends on motivating employees and knowledge workers. Paying attention to the career development of individuals will be vital not only for skill development but also to help motivate superior performance at work by giving people a clearer sense of direction and purpose. This will mean that career professionals will need to think in new ways about how they Organize and provide career support, work effectively with partners from other professional groups, use informal career support mechanisms and Equip managers and others to give career support more effectively.

Career development at work -A review of career guidance to support people in employment Career development has strong implications for individuals, employers and governments.

Implications for Individuals

The concept of 'Career' is a multifaceted. It can be about meaning, sense of purpose, direction, and development both at work and at a personal level. In

this way, career development embraces ideas about lifelong learning as well as skill development. It is also concerned with people's future by considering the skills they want to develop, what they want to achieve at work as well as their future employability in a rapidly changing labor market.

Implication for Organizations

Effective career development support is important for the organizations that employ individuals. For both, individuals and employers, it is part of a strategy of achieving resilience to handle change more effectively.

Career development is a major tool for attracting, motivating and retaining good quality employees. Purcell, J. et al. (2003)[7] found that providing career opportunities is one of 11 key practices which influence organizational performance. Career skills are important for both employees and employers, along with the lifelong career education to acquire those skills. Employees should have career management skills to navigate the labor market to understand the labor market updates. Employers who have more skilful employees can expect them to navigate their internal labor markets more effectively and for these employees to be more aware of the need to keep their skills relevant and enhanced to get competitive advantage.

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[7] *Purcell, J. et al. Understanding the people and performance link: unlocking the black box. London: CIPD, 2003.*

Implications for Governments

Governments need to play an important role in facilitating career development, not only to support the development of a knowledge economy but also to avoid the consequences of some people being excluded from having careers in any meaningful sense. Recognizing that everyone potentially has a career and that, as a consequence, everyone has career development needs; it means that attention must be paid to how career development is best supported.

Issues and Opportunities for Career Development in Sri Lanka

Most of the Sri Lankans are not aware of the available opportunities for their career development. Specially, the government sector use efficiency bar (EB) examinations as a tool for the career development of the government servants in the public administration but these institution very rarely provide the career guidance services to their officials.

Sri Lankans involvement in lifelong learning is very less and most of the graduate stops their learning as soon as they found their first job in the government or in private sector, this may be due to their lack of knowledge about the learning opportunities available for them after their graduation.

Today, there are lot of opportunities available for Sri Lankan graduate to involve in lifelong learning, provided by professional bodies like Chartered Institute

of Management Accountants (CIMA), Institute of Chartered Accountants of Sri Lanka (ICASl), Certified Management Accountants (CMA), Association of Accounting Technicians (AAT), Sri Lanka Institute of Marketing (SLIM), Chartered Institute of Marketing (CIM), and other institution by offering exemption according to their degree programs, this has to be thought in the university level through their career counselors.

Because of this failure of our graduates to involve in lifelong learning, they are unable to face the public service exams such as, Sri Lanka Administrative Services (SLAS), Sri Lanka Foreign Services (SLFS), Sri Lanka Accountant Services (SLAcS), Sri Lanka Audit Service (SLAuS), Sri Lanka Educations Administrative Service (SLEAS), Sri Lanka Agriculture Service SLAgS), Architectural Service and other competitive exams as way for their career development.

Role of Mindset for Achieving Success in Higher Education

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Mindsets create a personal framework in individuals that affects their behavior, effort attributions and the goal orientations of them. A mindset is a set of assumptions, methods, or notations held by one or more people or groups of people that is established and creates a powerful incentive within these people or groups to continue to adopt or accept prior behaviors, choices, or tools. Mindset is a concept that can help people to make positive influences in their life. The mindset also helps people to see the world in a new way.

The most theorists consider that the key responsibility of an embedded power group is to challenge the assumptions that comprise the group's own mindset. According to these commentators, power groups that fail to review or revise their mindsets with sufficient regularity cannot hold power indefinitely, as a single mindset is unlikely to possess the flexibility and adaptability needed to address all future events.

Fixed Mindset and Growth Mindset

Carol Dweck (1999) has discovered in more than twenty years of research that our mindset is not a minor

personality quirk: it creates our whole mental world. It explains how we become pessimistic or optimistic. It shapes our attitudes and goals towards the relationship and work, and how we raise our kids, ultimately predicting whether or not we will fulfill our potential. He has also found that everyone has one of two basic mindsets.

Those who believe their success is based on innate ability have a fixed theory of intelligence as well as have the fixed mindset. With the fixed mindset students believe their basic talents, intelligence and abilities are the fixed traits. They also believe that their talents, intelligence and abilities cannot be developed or improved. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb.

The people who have Fixed-mindset dread failure because it is a negative statement on their basic abilities, while those who have the growth mindset don't mind and don't fear about the failure as much because they realize that their performance can be improved and learning comes from failure. Fixed mindset individuals spend much of their time for documenting their talent or intelligence instead of developing them. They also have a strong believe that talent alone creates success without effort.

The fixed mindset creates an internal monologue that is focused on judging. If the person has the fixed mindset, they believe that their talents and abilities are set in stone either they have them or they don't. They

must prove themselves over and over, trying to look smart and talented at all costs. This is the path of stagnation. If a student's implicit beliefs about intelligence lead him or her to perceive intelligence as unchangeable, then that student has a fixed mindset. Consequently, the student may feel he or she cannot avoid failure because intelligence is seen as outside of the student's control; the student may not be internally motivated to exert much academic effort.

Other people who have the opposite mindset against the fixed mindset called growth mindset individuals. They believe that their success involves hard work, learning, training and doggedness. They have an incremental theory of intelligence as well as the growth mindset. Individuals may not necessarily be aware of their own mindset, but their mindset can still be discerned based on their behavior. It is especially evident in their reaction to failure.

In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. Growth mindset will allow a person to live a less stressful and more successful life. Individuals with a growth mindset are more likely to continue working hard despite setbacks. 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. Virtually all great people have had these qualities.

People with a growth mindset are also constantly monitoring what's going on, but their internal monologue is not about judging themselves and others in this way. Certainly they are sensitive to positive and negative information, but they are attuned to its implications for learning and constructive action. They do not deny differences in ability among people, but they also believe people can increase their intellectual abilities through effort.

In a Growth Mindset School

- Administrators help to support teachers' learning. They are responsive to honest feedback, rather than defensive. They seek to build their knowledge, skills, and abilities and are willing to learn from their teachers.

- Teachers collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They strive to strengthen their own practice, rather than blame others. They truly believe that all students can learn, succeed and show it.

- Parents support their children's learning both outside and inside the classroom. They have relationship with teachers, and respond to outreach. They worry less about monitoring for their children to get good grades and focus on making sure that they are being challenged and put in the effort needed to grow.

- Students are hard-working, enthusiastic, and persistent learners. They take charge over their own success.

Characteristics of Fixed and Growth Mindset

Fixed Mindset	Growth Mindset
1. Likes to prove intelligence or talent.	1. Likes to improve intelligence or talent.
2. It mostly avoids challenges for fear of failure.	2. It mostly engages challenges to improve.
3. It gives up in the face of tough obstacles.	3. It persists in overcoming obstacles.
4. It avoids the hard labor.	4. It sees the labor as the path to success.
5. It treats criticism as an attack.	5. It treats criticism as an opportunity.
6. It feels threatened by others' success.	6. It feels inspired by others' success.

These two mindsets play a key role in all aspects of a person's life. Mindsets frame the running account that's taking place in people's heads. They direct the whole interpretation process. The study conducted by Chiu,

Hong, and Dweck (1997)[8] state that college students with a fixed mindset were more likely to judge another person's character by using a single action. They found that such judgment regarding others parallels the self-evaluations. Students with a fixed mindset make their own competence and ability. If they do well, then they think highly of themselves, but poor performance leads to low self-evaluations and low self-worth.

Robins and Pals (2002)[9] did path analysis college students to explore the relationship between mindset and academic performance. They revealed that the mindset of these students did not significantly change from high school through college. This indicates that mindset is a relatively stable construct. College students with a fixed mindset adopted performance goals and displayed a helpless response pattern. Students those with the growth mindset embraced learning goals and exhibited mastery oriented response. As per their final results they reported that college students with a fixed mindset achieve the situations in ways that make them more psychologically vulnerable in the academic environment.

[8] Chiu, C., Hong, Y., & Dweck, C. S. (1997) Lay dispositionism and implicit theories of personality. Journal of Personality and Social Psychology, 73, 19-30.

[9] Robins, R. W., & Pals, J. L. (2002) implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. Self and Identity, 1, 313-336.

As per Findley and Cooper (1983)[10] students attributed their academic performance, whether in the context of successes or failures, to factors outside of their control. These findings illustrate how mindset can be a precursor to locus of control in students. And although the fixed mindset students in this sample had higher academic ability, this ability did not lead to higher achievement in college. The fixed mindset of these students may have impeded them from achieving higher grades by lessening their emphasis on effort.

Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard. A growth mindset can be learned. When teacher teaches a growth mindset, students work harder because they want to do so, they use more effective strategies, and they reach higher levels of achievement.

Aronson, *et al.,* (2002)[11] conducted an experiment to determine if encouraging a growth mindset could foster

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[10] *Findley, M. J., & Cooper, H. M. (1983) Locus of control and academic achievement: A literature review. Journal of Personality and Social Psychology, 44(2), 419-427.*

[11] *Aronson, J., Fried, C. B., & Good, C. (2002) Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. Journal of Experimental Social Psychology, 38, 113-125.*

higher academic achievement in African American students. One hundred and nine undergraduates were divided into three groups for continuing this study. The three groups were an experimental condition promoting a growth mindset, a control group promoting a fixed mindset, and a control group with no intervention. They discovered that the African American students who were taught a growth mindset in the study reported greater enjoyment of the academic process, higher levels of academic engagement, and had significantly higher grades, even after controlling for SAT scores between the groups.

The results indicate that mindset has potential to change students in ways that produce desired academic outcomes, especially with vulnerable populations. Three additional studies by Hong, Chiu, (Dweck, *et al.,* 1999)[12] tested the hypothesis that mindset also affects effort versus ability attributions in college students. The researchers found that, after receiving negative feedback on academic work, students with a growth mindset were more likely to attribute their results to effort than were fixed mindset students.

Furthermore, college students with a growth mindset were more likely to take advantage on remedial opportunities if their performance were judged as unsatisfactory. When a growth or fixed mindset was

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[12] *Hong, Y., Chiu, C., Dweck, C. S., Lin, D. M. S., & Wan, W. (1999). Implicit theories, attributions, and coping: A meaning system approach. Journal of Personality and Social Psychology, 77, 588-599.*

induced through intervention, findings indicated that the remedial action taken by growth mindset students was mediated by their effort attributions. These results support Dweck and Leggett's (1988)[13] original findings that mindset and effort are directly linked. As they noted, individuals with a fixed mindset view effort and ability as inversely related: low effort indicates high ability, while higher levels of effort signify lower levels of ability.

If students believe intelligence as a fixed entity that cannot be changed, then programs designed to improve their academic achievement, motivation, and behavior may be impeded. However, changing the mindset of high-risk students by helping them understand intelligence as malleable may have the opposite effect: It may lead students to place more emphasis on effort and thereby improve their academic performance.

Past studies indicate that a growth mindset contributes to constructive responses and behaviors in students, while a fixed mindset can foster negative views of effort and a helpless response pattern. Scholars have demonstrated that interventions can promote a growth mindset, thereby fostering healthy views of effort and academic achievement.

Moreover, the existing research suggests that students with a growth mindset attribute success to effort

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[13] *Dweck, C. S., and Leggett, E. L. (1988) A social cognitive approach to motivation and personality Psychological Review, 95, 256-273.*

more than those with a fixed mindset. Increasing the motivation of students is a difficult task; this study demonstrates that teaching students a growth mindset is a worthy avenue for improving their motivation toward their academic experiences, but scholars and practitioners need to find ways to sustain such improvement.

Programs, policies, and curricular endeavors can help establish and affirm a growth mindset in college students. Some of these methods may certainly be the creation of new programs aimed to promote a growth mindset, but faculty and staff can also be keenly aware of opportunities to incorporate growth mindset curriculum in the programs and interventions that currently exist, thereby utilizing a growth mindset as an amplifying loop to increase the benefit of evidence-based interventions.

If higher education institutions, in addition to state and federal governments, desire the maximum benefit from developmental education, then administrators can interweave a growth mindset intervention into current programs. The academic skills that remedial programs teach could be blocked by mental filters students possess that tell them they cannot change in significant ways. A growth mindset removes these filters, helping students see that change is not only possible, but also worth the effort. Remedial programs will maintain or increase their fiscal support only by demonstrating a greater impact upon student success; a growth mindset may be a contributing component in the ability of these programs to help students.

A growth mindset not only opens that door, but also encourages college students to walk through it. As growth mindset has so many advantages, there is a need for create the students with the growth mindset. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. In the fixed mindset it's not enough just to succeed. It's not enough just to look smart and talented.

Teachers' Role in Creating Growth Mindset

Clearly, if the students' mindset shifts from a fixed to a growth, teachers can eliminate many learning challenges and classroom, management issues. Following are the ways that educators can convey and foster a growth mindset in the classroom that will result in students willing to learn and leads to effective learning.

- The teachers can't create a growth mindset in students until they have it themselves. Start by recognizing their current mindset. It determines the way that they interpret their experience.

- After shaping their own mindset as growth mindset, they can teach their students to do so as well. Direct the students they can improve their Intelligence and talents-which are not fixed. They can explain and Present the evidence that support to develop the growth mindset.

- Teachers can Show students how to recognize their judging thoughts, how to stop their judging thoughts, and how to replace them with growth thoughts. Create the rule that judging thoughts spoken aloud in their class will be stopped, and the student will need to rephrase the idea as a growth thought. By doing so with the external dialogue, they can help students recognize judging thoughts in internal dialogue. Teachers also help students monitor each other and shift their thoughts toward growth.

- Mindsets exist within a larger classroom culture. In the classroom, shift the focus from proving to improving, and from the product to process. An inquiry based approach to learning facilitates the growth mindset by embracing obstacles, criticisms and challenges as chief drivers of learning.

- A classroom that focuses on summative assessment fosters an environment for a fixed mindset assessment is all about judgment. A classroom that focuses on formative assessment fosters an environment for the growth mindset assessment is about learning. That's not to say that summative assessments should be eliminated. Rather, when the teacher focus on the formative side, the summative side becomes a rubber stamp that certifies the learning that students have been doing all along.

- Embrace a growth mindset: Research shows that when teachers believe in a fixed mindset of intelligence, this is exactly what happens those that start out at the top of the class end at the top of

the class and those that start out at the bottom of the class stay at the bottom throughout the year. But when teachers hold a growth mindset, many students that start out lower in a class flourish during the year and join the higher achievers because their teachers believe they can do better, encourage them to try harder, and provide them with specific study and learning strategies.

- Dispel the idea that we are born with a certain fixed amount of intelligence: According to research, talent alone cannot explain the genius phenomena, but rather that focused and extended effort over time develop genius. But teachers must remind students that many great minds have worked diligently over long periods of time before achieving their goal and being considered a genius.

- Emphasize the importance of exercising the brain in making it stronger: Working and exercising the brain makes it stronger in making neural connections. Learning something new and unfamiliar may be hard, but it creates new connections that can over time make you smarter. Teachers should provide varied learning experiences that allow students multiple ways to engage with mathematics and exercise the brain in order to build new connections.

- Portray persistence, perseverance, and making mistakes as highly valuable in learning: teachers sometimes give students easy tasks they can accomplish with minimal effort and mistakes in order to build their confidence, but this can actually

result in them shying away from challenges, limiting their effort, and trying to avoid making mistakes. The ability to embrace and persevere in problem solving and learn from mistakes is at the heart of learning, particularly in mathematics and science, so it's important to promote this thinking in the classroom.

- Give process praise rather than person or outcome praise to all students: Process praise feedback refers to feedback about strategies, effort, perseverance, improvement, etc. as opposed to person praise feedback that refers to the talent or intelligence of the individual or outcome praise feedback which puts the focus on the final product. All students should receive process praise for the strategies and processes they use in solving problems, but it's vitally important for students for which things come easy to receive process praise as they may be the first to choose not to do work when it becomes more difficult since it may threaten their sense of giftedness.