ROLE OF MINDSET ON HUMAN BEHAVIOURS IN RELATION TO LEADERSHIP

AND ORGANIZATIONAL DEVELOPMENT

by

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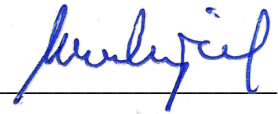
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Dedication

This dissertation is dedicated to my loved ones, whose constant encouragement has been a cornerstone throughout my doctoral journey.

First and foremost, I am deeply grateful to my immediate family for their unwavering support in this challenging endeavour. I owe special thanks to my parents, who instilled in me the values I hold dear.

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ABSTRACT

ROLE OF MINDSET ON HUMAN BEHAVIOURS IN RELATION TO LEADERSHIP
AND ORGANIZATIONAL DEVELOPMENT

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This dissertation investigates the significance of mindset in influencing leadership behaviours, team dynamics, and organizational development, particularly within start-ups and Micro, Small and Medium-sized enterprises (MSMEs) in India. While the growth mindset theory has been extensively examined in educational and corporate environments, its relevance in smaller, non-Western organizational contexts has yet to be thoroughly explored. This research aims to fill these gaps by assessing the effects of growth mindset principles on leadership effectiveness, employee engagement, and overall organizational outcomes in MSMEs.

Utilizing a mixed-methods approach, the study combines quantitative analysis of mindset intervention results with qualitative insights from interviews with leaders and business owners. The findings reveal that leaders with a growth mindset demonstrate greater adaptability, resilience, and receptiveness to feedback, enabling them to inspire and motivate their teams effectively. These leaders cultivate a culture of innovation, collaboration, and continuous learning, enhancing team performance and organizational development. In contrast, a fixed mindset correlates with limited creativity, resistance to change, and diminished team engagement.

The research highlights mindset training programs' success in driving organizational behavioural and cultural transformations. Leaders who engaged in mindset

workshops reported notable improvements in their ability to manage feedback, make adaptive decisions, and promote team innovation. Nevertheless, challenges such as resource limitations, cultural resistance, and deeply ingrained fixed mindset behaviours emerged as obstacles to the comprehensive implementation of mindset principles in MSMEs.

By tackling the unique challenges MSMEs face and leveraging the transformative potential of growth mindset principles, the study offers actionable insights for leaders, practitioners, and policymakers. It emphasizes the importance of nurturing mindset-oriented leadership to achieve sustainable development and competitive advantages in the MSME sector, particularly in the Indian context. This dissertation concludes that growth mindset is crucial for driving organizational development in start-ups and MSMEs, laying the foundation for future research and practical applications in leadership and organizational development.

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INTRODUCTION

1.1 Introduction

The exploration of mindset as a fundamental factor in shaping human behaviours has emerged as a pivotal area of study within psychology and organizational behaviour. Mindset can be defined as a cognitive framework that significantly influences how individuals gauge their abilities, confront challenges, and engage with others. Prominently articulated through the work of psychologist Carol Dweck, this concept distinguishes between two main types of mindsets: the fixed mindset and the growth mindset.

In a fixed mindset, people think that their skills and talents are unchangeable, which makes them see challenges as threats instead of opportunities. This mindset can lead to reluctance in taking on difficult tasks, fear of failing, and a general unwillingness to change. On the other hand, those with a growth mindset believe that their abilities can be developed, which encourages resilience and a readiness to confront challenges directly. They typically view failures as opportunities to learn and remain persistent even when faced with difficulties. This critical distinction is essential for deciphering human behaviour and is particularly impactful when considering decision-making processes, relationship dynamics, and overall resilience in various contexts.

As a driving force behind organizational development, leadership has a transformative role in defining the culture, strategies, and ultimate success of organizations. Effective leadership ensures that organizational goals are aligned with employee efforts and cultivates an environment ripe for innovation, adaptability, and resilience in the fast-paced business landscape. Various leadership theories—from transformational and transactional styles to servant leadership—illustrate the multifaceted

ways in which leaders can influence their teams through their behaviours, decision-making approaches, and communicative strategies.

Crucially, the role of leadership extends beyond mere goal alignment; it encompasses managing change, nurturing talent, and instilling core values that resonate with the entire organization. Leaders who embody a growth mindset are especially noted for fostering cultures characterized by learning, empowerment, and collaboration, which are vital for organizational development. Conversely, leaders operating from a fixed mindset often focus on maintaining control, shying away from experimentation, and adhering to traditional methods. This approach can stifle innovation and adaptability, creating a significant barrier to organizational progress.

The intricate relationship among mindset, leadership approaches, and organizational development forms a significant connection that ultimately shapes the direction of an organization. Mindset serves as a cognitive anchor that shapes leadership behaviours, profoundly influencing how leaders craft their visions, manage their teams, and navigate periods of change. Leaders adopting a growth mindset are frequently associated with transformational leadership, emphasising empowerment, innovation, and a long-term vision. They actively encourage their teams to experiment, take calculated risks, and perceive challenges as opportunities for growth. In contrast, a leader with a fixed mindset might lean towards transactional or authoritarian styles, prioritising control and predictability over the flexibility and creativity crucial for thriving in today's dynamic environment.

A large part of organisations in India are MSMEs and important to the country's economy, mainly due to;

1. Size: India has the world's largest MSME sector, with an estimated 63.39 million MSMEs. The micro sector accounts for over 99% of the total number of MSMEs.

2. Employment: MSMEs employ over 113 million people, which is about 40% of the country's workforce as in Assocham-Crisil report published in 2022.

3. Growth: The MSME sector is poised to grow rapidly, with the potential to create tens of millions of jobs in the next few years.

The Indian government has made efforts to support the MSME sector, including providing loans, offering tax breaks, providing training programs, and launching the Rising and Accelerating MSME Performance (RAMP) scheme in July 2022.

1.1.1 Novelty of conducting this study in MSMEs in India

Focussing on Indian MSMEs for a study on the role of mindset on human behaviours in connection with leadership and organizational development is novel due to several unique aspects:

Diverse Mindset and Leadership Styles in MSMEs: Indian MSMEs are highly diverse in terms of culture, size, and industry, often reflecting the personal beliefs and mindsets of their founders or leaders. Unlike large organizations with established leadership pipelines, MSMEs are in many cases family enterprises and operate with leaders who have a significant influence on company culture and employee behaviours, making mindset a critical variable.

Impact on Growth and Scalability: MSMEs are key drivers of India's economy, contributing significantly to the GDP and employment. Leadership mindset can directly influence their ability to scale, adapt, and compete in volatile markets. Understanding mindset-related barriers or enablers can provide insights into their growth potential and resilience.

Cultural and Regional Nuances: India's cultural diversity, regional influences, and socio-economic contexts shape distinct leadership behaviours and mindsets. Exploring

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how these factors interplay with mindset in MSMEs offers a localized perspective often missing in global studies.

Entrepreneurial Mindset in MSMEs: Many MSME leaders in India are first-generation entrepreneurs. Their mindset is often shaped by personal experiences, family values, and survival instincts rather than formal leadership training. Research can uncover how this entrepreneurial mindset impacts employee engagement, decision-making, and organizational development.

1.1.2 Limited Research in the Indian MSME Context

• While studies on leadership and mindset exist globally, there is limited research specifically focused on Indian MSMEs.

• Given the pivotal role MSMEs play in India's socio-economic landscape, the findings can bridge knowledge gaps and have practical implications. High Relevance of Mindset in a Rapidly Changing Economy

• Indian MSMEs face challenges such as digital transformation, globalization, and regulatory changes. Leaders' adaptability and mindset in managing these changes are crucial. Studying this aspect offers insights into how mindset affects innovation, resilience, and change management.

1.1.3 Opportunity for Tailored Interventions

• Insights from such research can lead to the development of mindset-focused training programs tailored to Indian MSMEs.

• These interventions can address unique challenges faced by MSME leaders, enhancing their leadership capabilities and organizational effectiveness.

In conclusion, the novelty lies in combining mindset psychology with the specific organizational and cultural dynamics of Indian MSMEs. This focus not only adds a fresh perspective to existing research but also holds immense potential to guide the MSMEs to

undertake actionable strategies for leadership and organizational development in a vital sector of the Indian economy.
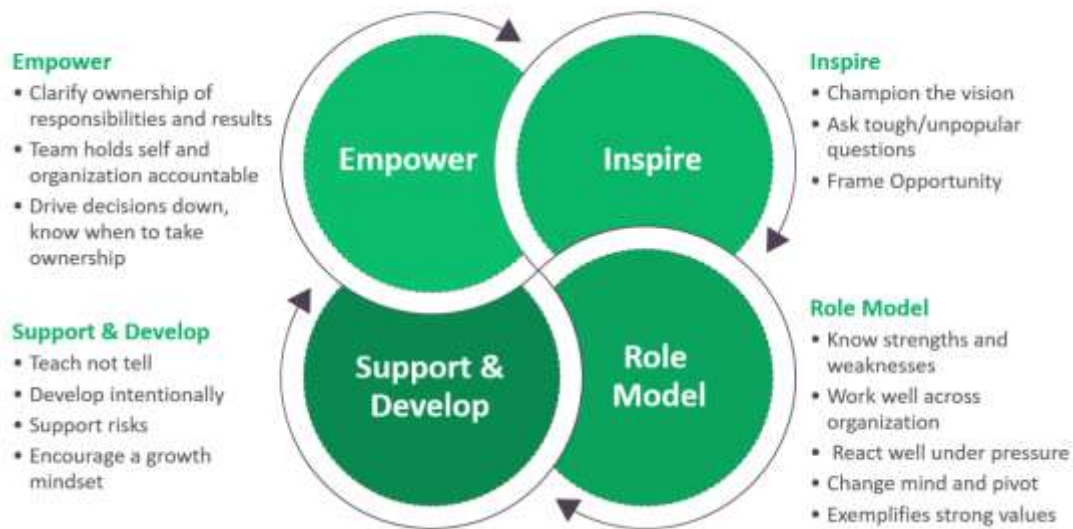
Figure 1 Leadership Mindset

Source: https://www.insight-experience.com/blog/understanding-leadership-mindset-what-would-ted-lasso-do

The implications of this mindset-leadership as in Figure 1 dynamic extend deeply into organizational outcomes, affecting various aspects such as employee engagement, productivity, and adaptability. Organizations guided by growth-oriented leaders are often marked by cultures emphasising innovation and resilience, equipping them to navigate the complexities of today's volatile markets. Conversely, organizations guided by leaders who possess a fixed mindset may experience stagnation and an innate resistance to change, ultimately limiting their potential for success.

Furthermore, the significance of mindset and its relationship to leadership is substantiated by empirical evidence. Research consistently shows that organizations with growth-oriented leadership typically outperform their peers in crucial metrics, including profitability, employee satisfaction, and innovation. Iconic companies such as Microsoft and Google exemplify this phenomenon, having cultivated growth-oriented cultures under

the auspices of their leadership, allowing them to achieve sustained success and maintain a competitive edge. These illustrative cases highlight how the interplay of mindset and leadership styles can profoundly shape organizational culture, performance, and strategic development.

This dissertation explores the essential role of mindset in influencing human behaviours, focusing on its implications for leadership and organizational development. This research seeks to provide a comprehensive understanding of how cognitive frameworks influence leadership practices and drive organizational development. By examining the theoretical principles of mindset, exploring its impacts on different leadership styles, and analyzing its results within organizations, the study aims to deliver practical insights. These insights will help foster growth-oriented mindsets in leadership, enhancing organizational resilience, adaptability, and overall development in the long run.

1.2 Concept and Principle of Mindset

Mindset theory, an influential concept pioneered by psychologist Carol Dweck, delves into how individuals perceive their abilities and characteristics. Central to this theory are two key mindsets: the fixed mindset and the growth mindset. These mindsets are essential in shaping an individual's motivation, resilience, and overall success in various areas of life, such as personal growth, education, and career pursuits.

People with a fixed mindset perceive intelligence and talent as unchangeable traits, believing they are innate. This viewpoint often leads them to shy away from challenges in order to maintain their self-image. In contrast, those with a growth mindset have a more flexible outlook, recognizing that intelligence and abilities can be developed over time through hard work, effort, and learning. This vital difference greatly affects how each mindset deals with motivation and navigates obstacles (Dweck, 2007).
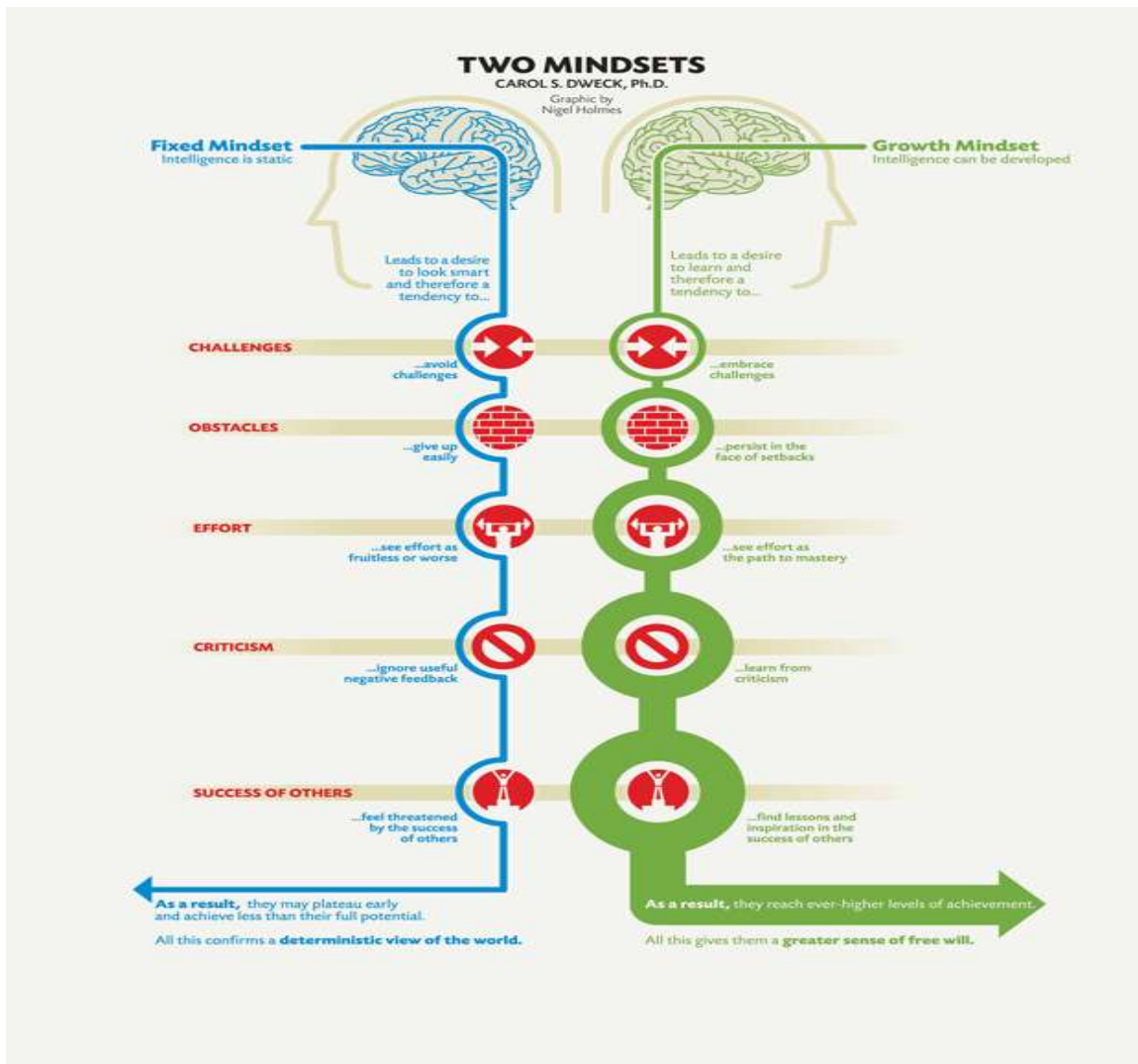
Figure 2 Mindset Description by Carol

Source: https://fs.blog/carol-dweck-mindset/

In Figure 2 Individuals who possess a growth mindset tend to welcome challenges, perceiving them as chances for personal growth. They are generally more persistent when encountering obstacles, recognizing that effort is essential for achieving mastery and success. On the other hand, people with a fixed mindset may be reluctant to take risks, worried that failure could damage their self-esteem and reinforce their perceived shortcomings (Priester and Petty, 2016).

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The principles of a growth mindset have been shown to enhance various aspects of motivation, productivity, and learning. These principles have gained traction in educational environments, where they are strategically employed to promote student resilience. In the corporate world, growth mindset approaches encourage employees to pursue growth and adaptability, ultimately fostering a more innovative and responsive workplace culture (Dweck, 2014).

Adopting a growth mindset bolsters psychological well-being, nurtures resilience, and cultivates a more positive perspective toward failure. Furthermore, research has indicated a connection between a growth mindset, improved interpersonal relationships and a greater capacity for adaptability in changing circumstances (Howell, 2016).

Despite its widespread acceptance and implementation, certain scholars highlight the importance of adopting a more sophisticated perspective on mindset theory. Ongoing discussions address questions regarding its effects' replicability and applicability across diverse contexts (Zarrinabadi and Lou, 2022).

Ultimately, mindset theory underscores the transformative potential of embracing a growth-oriented perspective on one's abilities. By grasping and implementing these principles, people can greatly impact their motivation, accomplishments, and general well-being across different environments, while also acknowledging the theoretical constraints and contextual elements that might influence their use.

Mindset theory, developed by Carol Dweck, has profound implications for education, workplace dynamics, and leadership development. The fundamental idea that skills and qualities can be developed (growth mindset) instead of being seen as static characteristics (fixed mindset) fundamentally alters how we approach learning, performance, and teamwork across various fields. Here is a more detailed examination of how mindset theory applies in these areas:

In education, mindset theory offers tools to boost academic achievement and engagement by fostering resilience and a positive approach to learning. Students with a growth mindset are more likely to persist when facing challenges, see effort as essential for success, and welcome feedback for improvement. This has enhanced academic performance across diverse groups, benefiting underrepresented or disadvantaged students (Zarrinabadi and Lou, 2022).

Educators play a crucial role in implementing growth mindset principles. Approaches like recognizing effort instead of inherent talent and viewing challenges as chances for growth help students cultivate persistence and a sense of self-efficacy. Classroom practices that integrate these principles can improve student motivation, engagement, and resilience (Rissanen et al., 2019). Mindset theory also intersects with teaching practices by helping educators recognize their role in shaping students' beliefs about learning (Campbell, Craig and Collier-Reed, 2019).

The theory of mindset emphasizes how organizational culture impacts employee motivation, creativity, and productivity in the workplace. Companies that cultivate a growth mindset culture—emphasizing learning, innovation, and adaptability—report higher levels of employee engagement and satisfaction (Murphy and Reeves, 2019). A growth mindset among employees correlates with openness to feedback, collaboration, and the ability to bounce back from challenges.

Leaders who embrace a growth mindset exhibit behaviors that motivate their teams towards development and innovation. They tend to see challenges as opportunities for learning and support their teams in taking thoughtful risks. This approach cultivates an environment built on trust and ongoing improvement, leading to better results for the organization (Kouzes and Posner, 2019). Additionally, initiatives aimed at fostering

growth mindsets in workplace training have been associated with enhanced problem-solving skills and adaptability in various industries (Kouzes and Posner, 2019).

Mindset theory has become an essential element in today's leadership development. Unlike traditional methods that prioritize skill development, modern leadership training highlights the importance of mindset as the basis for effective decision-making, ethical conduct, and innovation. Leaders who embrace a growth mindset are more adept at handling the intricate challenges faced by organizations today, such as promoting diversity and inclusion and leading transformational change (Jeanes, 2021).

The shift from a competency-driven model to one centred on mindset reflects the need for leaders who can adapt to dynamic environments. Growth mindset interventions in leadership development stress the importance of self-awareness, continuous learning, and fostering these qualities in others. These principles align closely with theories of transformational leadership, which emphasize inspiring others to achieve beyond their perceived limits (Maryam et al., 2019).

Moreover, integrating growth mindset theory into leadership practices supports cultivating collaborative, innovative, and inclusive organizational cultures. Leaders who model growth-oriented behaviours set the tone for their teams, encouraging individuals to approach challenges creatively and persistently (Kennedy et al., 2012).

The principles of mindset theory serve as a robust framework across education, workplace, and leadership domains. In education, it fosters resilience and a love for learning; in the workplace, it enhances engagement and innovation; and in leadership, it supports adaptability and ethical decision-making. By promoting the idea that skills and characteristics can be developed is referred to as mindset theory transforms how individuals and organizations approach challenges, growth, and success, fostering more inclusive, resilient, and high-performing environments.

1.3 Mindset Theory and its Relevance to Human Behaviour

Mindset theory predicts long-term behavioural patterns such as persistence, risk-taking, and learning orientation through its foundational principles of fixed and growth mindsets. These patterns are influenced by individuals' thoughts about the malleability of their skills and traits, which shape their motivation, decision-making, and responses to challenges.

- Persistence

A growth mindset strongly predicts persistence in goal-directed behaviour, even under challenging circumstances. Individuals with a growth mindset believe that effort drives towards improvement, making them more likely to sustain their efforts and bounce back from setbacks. Research has shown that mindset directly influences persistence, particularly in academic and problem-solving contexts. For instance, students with growth mindsets spend more time and effort solving complex problems, demonstrating more remarkable persistence than those with fixed mindsets (Shen, Miele and Vasilyeva, 2016). Moreover, abstract construal mindsets have been found to enhance persistence when positively framed incentives are present (Kulkarni and Yuan, 2017).

- Risk-Taking

Mindset influences risk-taking behaviour, mainly through its effect on perceived controllability and optimism. Individuals who possess a growth mindset tend to see risks as chances for development, allowing them to navigate the challenges and fears linked to taking risks more effectively. In decision-making studies, implemental mindsets that align with growth-oriented thinking lead to higher optimism and a greater willingness to take calculated risks (Keller and Gollwitzer, 2017). This behaviour is moderated by the individual's perception of control and potential outcomes.

- Learning Orientation

A growth mindset fosters a lifelong learning orientation by emphasizing effort and adaptability as keys to success. In educational settings, students with a growth mindset show higher engagement, better academic performance, and greater resilience when facing failures. This mindset encourages individuals to approach challenges with curiosity and persistence, aligning their actions with long-term learning goals (Kizilcec and Goldfarb, 2019). In resource-poor contexts, growth mindset interventions have improved performance and time investment in learning tasks.

Mindset theory provides a robust framework for predicting and enhancing long-term behavioural patterns. By cultivating a growth mindset, individuals are better equipped to persist in their efforts, take calculated risks, and adopt a continuous learning orientation, leading to improved outcomes across various domains. This highlights the critical role of mindset interventions in education, professional development, and personal growth strategies.

The mixed results surrounding growth mindset interventions illustrate the complexities of applying mindset theory to practical behaviour change and academic enhancement strategies. Macnamara and Burgoyne's (2022) research highlights the difficulties in proving solid and consistent outcomes, especially when factoring in the quality of studies and successful mindset transformation. Their systematic review and meta-analysis indicate that while mindset interventions hold potential, their effectiveness may be restricted, particularly in rigorous experimental settings. These findings point to a need for refining intervention methods and examining contextual elements that could impact results.

On the contrary, Burnette et al. (2022) present a more positive perspective, noting that well-executed, targeted mindset interventions can lead to favourable outcomes, especially in mental health. This suggests that a universal approach to mindset

interventions might not be suitable. Instead, tailoring interventions to address the specific needs of particular groups, such as those facing mental health difficulties, could improve their effectiveness.

Mahmud and Gagnon (2023) research contributes additional depth to this conversation, revealing that the success of mindset interventions may differ based on students' racial identities and educational aspirations. This indicates that cultural and demographic factors are crucial in determining the effectiveness of mindset-based initiatives. For instance, students from underrepresented or disadvantaged backgrounds might react differently to growth mindset encouragement than their counterparts, influenced by their personal experiences and the supportive structures within their educational settings.

Despite these varied findings, growth mindset theory remains highly relevant in educational settings, particularly for aiding vulnerable groups. Kapasi and Pei (2021) contend that growth mindset interventions can be pivotal for students with learning disabilities or mental health issues, equipping them with strategies to redefine their challenges and build resilience. This viewpoint emphasizes the theory's capability to address academic success and broader dimensions of personal growth and well-being.

Nevertheless, the diverse outcomes observed across various studies highlight the necessity for further investigation to clarify the circumstances in which mindset interventions are most successful. Aspects such as the adherence to implementation protocols, the precision of defined target groups, and the congruence of intervention design with individual requirements need thorough exploration. By addressing these issues, future research can more effectively guide educators and practitioners in utilizing mindset theory to support diverse student populations.

1.4 Types of Leaderships

The main leadership styles—transformational, transactional, servant, autocratic, democratic, and laissez-faire—each have distinct characteristics that influence how leaders interact with their teams and execute decision-making. The following is a summary of these leadership styles:

- Transformational Leadership

Transformational leadership is centred on inspiring and motivating team members to exceed expectations by creating a compelling vision and fostering an environment of innovation and personal growth. Transformational leaders focus on building relationships and trust with their team, emphasizing intrinsic motivation over external rewards. They mentor team members, encourage creativity, and challenge existing norms to drive progress. This leadership style thrives in dynamic environments requiring significant change or long-term vision, such as during organizational transformations or in start-up settings. While highly effective for fostering loyalty and high performance, transformational leadership may falter if the leader lacks authenticity or the ability to align team goals with organizational objectives (Bass, 1990).

- Transactional Leadership

Transactional leadership works on a transparent system of rewards and penalties to motivate compliance and performance. This style relies on established structures, formal authority, and predefined roles, making it effective in environments that prioritize consistency and efficiency, such as manufacturing or bureaucratic organizations. Leaders set clear goals and closely monitor performance, intervening when standards are unmet. While transactional leadership ensures order and predictable outcomes, it can lack the flexibility and creativity needed in dynamic or innovative settings. It also tends to focus on short-term goals, sometimes at the expense of long-term development or morale (Bass, 1990).

- Servant Leadership

Servant leadership flips the traditional leadership paradigm by prioritizing the team's needs over those of the leader. This style emphasizes empathy, active listening, and support, fostering an environment where team members feel valued and empowered. Servant leaders focus on their followers' personal and professional growth, building strong trust and collaboration. This approach is efficient in people-centred environments like non-profits, healthcare, and education. However, servant leadership can be time-intensive and perceived as less assertive in situations requiring quick decisions or firm direction (Greenleaf, 1977).

- Autocratic Leadership

Autocratic leadership involves a centralized approach to decision-making, where leaders hold substantial authority and anticipate total compliance without question. This style is highly effective in scenarios requiring rapid decision-making or strict adherence to rules, such as during crises or military operations. Autocratic leaders ensure tasks are completed efficiently by minimizing ambiguity and enforcing discipline. However, this approach can stifle creativity, demoralize team members, and discourage engagement, making it less suitable for collaborative or innovative environments (Lewin et al., 1939).

- Democratic Leadership

Democratic leadership involves collaboration and inclusivity, with leaders actively seeking input from team members before making decisions. This style fosters a sense of ownership and engagement among team members, encouraging creativity, diverse perspectives, and team cohesion. Democratic leadership is particularly effective in industries or projects requiring innovative solutions and teamwork. However, the collaborative nature of this style can lead to slower decision-making processes, which may not be ideal in high-pressure or time-sensitive situations (Goleman, 2000).

- Laissez-Faire Leadership

Laissez-faire leadership is hands-off, granting team members the autonomy to make decisions and manage their tasks independently. This style works best with highly skilled, self-motivated, and experienced teams in research or creative industries. By empowering individuals, laissez-faire leadership fosters innovation and ownership. However, this approach can lead to inefficiencies or a lack of direction if team members lack discipline, accountability, or necessary resources. Leaders must remain available for guidance and intervention to ensure success (Bass and Avolio, 1994).

Each leadership style has unique strengths and challenges. Transformational and servant leadership are ideal for fostering loyalty and development, while transactional and autocratic styles are effective in structured, high-pressure environments. Democratic leadership promotes collaboration and creativity, whereas laissez-faire leadership empowers independent, skilled teams. Influential leaders often blend these styles, adapting their approach to the needs of their team, situation in hand and organizational goals.

1.5 Mindset Effects on Behaviours

Mindset theory explores how beliefs about personal traits and abilities influence behaviour, but the effects can vary significantly across demographic groups such as age, gender, and cultural backgrounds. Research highlights several key distinctions:

1. Age Differences: Younger individuals, particularly adolescents, show heightened sensitivity to social and environmental feedback in shaping their mindset. For example, social rewards and interactions during adolescence heavily influence behaviours linked to growth or fixed mindsets (Altikulaç et al., 2019). Older adults, however, tend to exhibit more excellent stability in mindset effects, likely due to established life experiences and cognitive patterns (Ivanova et al., 2022).

2. Gender Differences: Studies suggest nuanced gender effects in mindset outcomes. For instance, girls are often found to adopt a fixed mindset regarding intelligence, particularly in competitive academic settings, possibly due to societal stereotypes. However, this "bright girl effect" is less pronounced in adults (Macnamara & Rupani, 2017). Additionally, women tend to exhibit more robust growth mindset-related behaviours in collaborative settings, while men may display competitive mindset patterns linked to assertiveness (Costa et al., 2023).

3. Cultural Differences: Mindset effects are deeply influenced by cultural norms. Collectivist cultures, such as East Asian ones, often emphasize effort and perseverance, aligning closely with growth mindset principles. Conversely, individualistic cultures, like those in the West, may promote fixed mindset behaviours due to an emphasis on innate talent (Oyserman, 2011). Societal norms also moderate mindset effects; growth mindsets are more beneficial in environments where such norms are prevalent, while fixed-mindset cultures may suppress the potential benefits of a growth mindset (Lou and Li, 2022).

4. Language and Ethnic Backgrounds: Language proficiency and ethnic identity can affect mindset outcomes. Students from minority language backgrounds may struggle with fixed mindsets due to perceived barriers, but targeted interventions emphasizing growth mindset principles can improve self-efficacy and communication competence (Nordin and Broeckelman-Post, 2019).

Mindset effects on behaviours are shaped by demographic factors, with unique variations across age, gender, and cultural contexts. Understanding these distinctions can enhance the design of interventions to promote growth mindsets tailored to specific populations, fostering resilience and adaptability in diverse settings.

Mindset shapes interpersonal relationships, influencing collaboration, conflict resolution, and team dynamics. In collaboration, a growth mindset fosters openness to

diverse perspectives, adaptability, and a willingness to learn from team members. Teams with leaders or members who embrace a growth mindset are more likely to adopt constructive communication and build trust, which is critical for successful collaboration, especially in diverse or virtual teams (Gratton and Erickson, 2007).

In resolving conflicts, a person's mindset significantly influences their approach to disagreements. Adopting a growth mindset allows individuals to see conflicts as chances for collective learning and personal growth. This perspective fosters collaborative strategies for handling conflicts, such as engaging in open discussions and working together to find solutions, instead of resorting to avoidance or conflict. In healthcare teams, for instance, conflict resolution training rooted in growth mindset principles has improved team morale, communication, and efficiency, underscoring the importance of mindset in high-stakes environments (Almost et al., 2016).

In team dynamics, mindset contributes to creating a cohesive and productive team environment. Growth-oriented teams emphasize mutual respect, emotional intelligence, and adaptability, which reduce interpersonal friction and enhance task performance. Research in new product development teams shows that high levels of interpersonal cohesiveness, linked to growth-oriented mindsets, foster innovation and performance while mitigating issues like groupthink (Brockman et al., 2010). Furthermore, fostering a shared mindset within teams helps align members' goals and values, enabling better coordination and reducing "us versus them" thinking (Haas and Mortensen, 2016).

A growth mindset positively influences collaboration, conflict resolution, and team dynamics by promoting openness, adaptability, and mutual respect. This underscores its importance in building compelling and harmonious interpersonal relationships across various settings.

1.6 Influences and Biases of Leadership Mindset

A complex interplay of cultural, educational, and experiential influences shapes the development of mindset of a leader. These factors collectively determine how individuals perceive challenges, make decisions, and interact with others, ultimately guiding their leadership approach.

- Cultural Influences

Cultural norms and values are foundational in shaping a leader's mindset by influencing authority, collaboration, and innovation beliefs. National cultures emphasize varying traits such as individualism or collectivism, power distance, and uncertainty avoidance, directly affecting leadership styles. For instance, leaders from individualistic cultures, such as the United States, often value autonomy and personal initiative, fostering innovative and entrepreneurial mindsets. Conversely, leaders in collectivist cultures like many in East Asia, emphasize group harmony, collaboration, and shared responsibility (Triandis and Suh, 2002).

The Hofstede model explains how cultural dimensions such as masculinity versus femininity and long-term orientation shape leadership attitudes. Cultures that value masculinity, for example, may encourage assertive and competitive mindsets, while those with a long-term orientation foster patience and strategic planning (Rarick and Han, 2015). Furthermore, global exposure to multicultural environments helps leaders develop a "global mindset," enabling them to adapt to diverse cultural expectations and build inclusive teams (Zakaria and Panggabean, 2019).

- Educational Influences

Formal education, particularly in higher education institutions (HEIs), is significant in cultivating leadership mindsets. Programs emphasizing critical thinking, emotional intelligence, and systems thinking contribute to a leader's ability to navigate complexity and uncertainty. Experiential learning activities like project-based learning or community

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engagement help students build practical skills and connect theoretical concepts to real-world applications. Studies show that leadership development is most effective when education incorporates problem-solving scenarios, mentorship, and reflective practices (Tomasella et al., 2022).

Educational programs focused on sustainability and entrepreneurship often shape leaders to prioritize social impact and innovation. For instance, the Enactus experiential learning framework develops sustainability mindsets by engaging students in challenges in the real world that are connected to the UN's Sustainable Development Goals (SDGs). Such initiatives foster emotional intelligence, adaptability, and a commitment to societal progress (Jabeen et al., 2017).

Additionally, educators themselves influence students' mindsets. Faculty attitudes about intelligence and effort can significantly shape students' self-beliefs, particularly in developing a growth mindset that reinforces persistence and resilience (Rubin et al., 2019).

- Experiential Influences

Experience is a powerful teacher in shaping leadership mindsets, often more influential than formal education. Leaders develop critical skills such as decision-making, resilience, and emotional intelligence through hands-on challenges and exposure to diverse environments. Early career experiences, such as challenging job roles or interactions with supportive mentors, help individuals build confidence and refine their leadership philosophy (Conger, 2004).

Adversity and reflection are essential components of experiential learning. Leaders who face setbacks or high-pressure situations often develop adaptability, strategic thinking, and empathy. Research suggests that exposure to diverse team environments and cross-functional projects enhances a leader's ability to collaborate effectively and manage conflicts constructively (Collins, 2018).

Mentorship also plays a pivotal role in experiential leadership development. The Mentors provide guidance, feedback, and support, helping mentees navigate their professional journeys while fostering growth-oriented attitudes. Leaders who have experienced positive mentoring relationships are likelier to adopt inclusive and collaborative mindsets (Dugan and Komives, 2010).

- Integration of Influences

Developing a leader's mindset is not confined to individual factors; integrating cultural, educational, and experiential influences creates transformative growth. For example, leaders exposed to diverse cultural norms during education or early career experiences are better equipped to adapt their leadership styles in multicultural settings. Similarly, combining theoretical knowledge from formal education with real-world challenges allows leaders to refine their decision-making and strategic thinking skills (Flores, 2001).

Moreover, leadership development is shifting from a skillset-based approach to a mindset-oriented one. This shift emphasizes the importance of self-awareness, adaptability, and continuous learning over technical expertise alone. Leaders who reflect and unlearn outdated mental models can adapt to rapidly changing environments and think innovatively (Kramer, 2016).

The development of a leader's mindset is shaped by cultural norms, educational experiences, and real-world challenges that collectively influence their values, beliefs, and behaviours. While cultural factors define foundational perspectives on collaboration and authority, educational programs refine critical thinking and social responsibility. Experiential learning, mainly through adversity and mentorship, strengthens adaptability and emotional intelligence. Effective leadership development programs must integrate these influences, encouraging leaders to adopt growth-oriented mindsets that prepare them

to navigate complexity and inspire others. This holistic approach is essential for cultivating leaders who succeed in diverse and dynamic contexts.

Cognitive biases such as confirmation and anchoring biases significantly influence decision-making processes, but their effects can vary depending on a leader's mindset.

- Confirmation Bias

Leaders who possess a fixed mindset are more prone to confirmation bias, as they look for information that supports their current beliefs while disregarding anything that may contradict them. This can result in ineffective decision-making by constricting viewpoints and hindering flexibility. Research has shown that individuals with high confidence in their initial decisions are particularly susceptible to confirmation bias, selectively focusing on information that aligns with their preconceived notions (Rollwage et al., 2020).

Conversely, leaders with a growth mindset are better equipped to counteract confirmation bias. They view feedback and contradictory evidence as opportunities for learning and improvement, fostering a more balanced and informed decision-making process (Talluri et al., 2018).

- Anchoring Bias

Anchoring bias happens when people place too much importance on the first piece of information they encounter, regardless of its relevance. Leaders who have a fixed mindset may base their decisions on initial perceptions or previous achievements, which can limit creativity and their ability to adapt. Studies have highlighted the impact of anchoring in various decision-making contexts, showing that early exposure to incorrect or incomplete data disproportionately influences outcomes (Cho et al., 2017).

Leaders with a growth mindset are more likely to recognize and adjust for anchoring effects. They engage in reflective thinking and are open to re-evaluating initial

assumptions, which helps mitigate the bias's impact on their decisions (Doherty and Carroll, 2020).

- Role of Cognitive Bias Awareness and Training

Awareness and training play an important role in reducing the influence of cognitive biases across all leadership mindsets. Debiasing techniques such as "considering the opposite" or structured decision-making frameworks help leaders improve their decision accuracy regardless of their mindset. Leaders with a growth mindset are particularly receptive to this type of interventions, as they are inherently open to learning and adapting (Rieger, 2022).

Cognitive biases such as confirmation and anchoring bias affect decision-making differently depending on a leader's mindset. Fixed-mindset leaders are more vulnerable to these biases due to their resistance to feedback and focus on maintaining established beliefs. In contrast, growth mindset leaders are more adept at recognizing and countering biases, leveraging feedback and critical thinking to make better decisions. Training and awareness initiatives can enhance leaders' ability to navigate these biases effectively.

1.7 Linkage between Mindset, Leadership Styles, and Organizational development

Leadership styles are pivotal in shaping the connection between a leader's mindset and organizational development. They influence how leaders execute their vision, engage with their teams, and enhance organizational performance. Here are some constructive insights drawn from the research:

An inspiring vision, motivation, and individualized attention to team members characterize transformational leadership. This style closely aligns with leaders who possess a growth mindset. By embracing growth-oriented beliefs, transformational leaders cultivate a culture of learning, innovation, and adaptability. Research indicates that this

leadership approach significantly boosts organizational performance by promoting human resource development and encouraging innovative practices (Para-González et al., 2018).

On the other hand, transactional leadership emphasizes rewards, punishments, and adherence to established procedures. While commonly associated with fixed mindsets, this style can be beneficial in promoting short-term compliance. However, it may need more agility to drive innovation or navigate complex challenges. Studies suggest that while transactional leadership is effective in stable environments, it may not contribute to long-term organizational development, particularly in dynamic industries (Buble et al., 2014).

Leaders embody a servant leadership approach, prioritizing empathy, community, and individual growth. They typically reflect a growth-oriented mindset. This leadership style is instrumental in enhancing employee commitment and aligning organizational objectives with personal development, ultimately fostering ongoing success (Lee, 2022).

Laissez-faire leadership, which features limited supervision, can occasionally worsen the difficulties associated with a fixed mindset. Leaders who adopt this approach might miss important chances for intervention or team growth, hindering organizational learning and innovation. Studies indicate that laissez-faire leadership may be less effective in high-pressure situations where proactive support and guidance are crucial. (Bligh et al., 2018).

It is essential to recognize that leadership styles are interconnected and influenced by organizational culture and industry context. For example, transformational leadership enhances the effectiveness of a growth mindset in innovation-driven sectors, while more directive leadership proves beneficial in structured environments such as healthcare (Hosseini et al., 2020).

Ultimately, leadership styles serve as a bridge, translating a leader's mindset into actionable strategies that positively impact organizational performance. Growth mindsets

are often associated with transformational and servant leadership styles, which cultivate innovation and adaptability. Conversely, fixed mindsets may align with transactional or laissez-faire approaches, potentially hindering long-term success. The dynamic interplay among leadership style, mindset, and organizational context is critical to determining effective organizational outcomes.

1.8 Research Problem

The way we think significantly influences human behavior, affecting both personal lives and professional environments. Recently, interest has surged regarding the connection between mindset and leadership, with research indicating that a leader's way of thinking greatly affects their capacity to motivate and inspire their teams. However, there is still limited understanding of how mindset affects employee behavior and performance. Furthermore, it is essential to investigate how much leaders are embracing recommended strategies to enhance their leadership styles.

This research problem is further compounded by the dynamic nature of the business environment, which requires leaders to continually adapt to changes in the workplace. It is crucial to recognize the elements that encourage or hinder the cultivation of a growth mindset among leaders and employees. This understanding can help organizations formulate effective leadership strategies that foster a positive workplace atmosphere, boost employee engagement and satisfaction, and ultimately facilitate organizational development. Consequently, this study focused on examining the impact of mindset on workplace behavior and investigating how leaders can adjust their approaches to enhance their leadership styles.

1.9 Purpose of Research

The first objective aimed to explore and raise awareness about how leadership mindset impacts both followers and the organization. This goal sought to analyze the

effects of a leadership mindset on employee behavior, motivation, and productivity. By creating awareness of the effects of a leadership mindset, organisations can take necessary steps to improve their leadership styles, thereby enhancing employee engagement and satisfaction, and ultimately driving organisational development.

The second objective aimed to create awareness among business owners about the role of mindset in human behaviour and organisational development. Recognizing how mindset influences employee behavior allows business owners to create tactics that nurture a positive workplace and promote organizational development. This goal included performing research and sharing insights regarding the connection between mindset and organizational development.

The objective three aimed to develop a prototype model for creating awareness on the role of mindset in human behaviour and organisational development within organisations. This objective involved developing a practical and scalable approach to creating awareness of the influence of mindset on behaviour of human and organisational development. The model was tested in a real-world setting and evaluated for its effectiveness in creating awareness and improving leadership mindset. This also served as a framework for training and managing a leadership mindset which involved developing a systematic approach to training and managing a leadership mindset to improve organisational outcomes. The framework was identifying the skills, attitudes, and behaviours required for effective leadership, developing training programs, and monitoring and evaluating the progress of leaders in developing a growth mindset. The framework will enable organisations to develop effective leadership strategies that promote a positive environment of work, enhance employee engagement and satisfaction, and ultimately drive organisational development.

1.10 Significance of the Study

The influence of a leadership mindset on human behavior and organizational development has been a significant area of focus in the field of leadership. The idea of a growth mindset, which was first proposed by Carol Dweck, has been the subject of extensive research within the realm of leadership (Dweck, 2006). Studies have shown that people who possess a growth mindset tend to persist when faced with difficulties, resulting in enhanced performance (Dweck, 2006). Furthermore, there is an increasing amount of research regarding the connection between emotional intelligence and effective leadership. Leaders with high emotional intelligence are typically more self-aware, capable of managing their own feelings, and proficient in handling the emotions of others (Salovey and Mayer, 1990). Goleman asserts that effective leaders are characterized by a substantial level of emotional intelligence, which correlates directly with measurable business outcomes (Goleman, 1998).

In recent years, positive psychology has gained prominence as it emphasizes human strengths, virtues, and positive emotions, showing how these elements can enhance well-being and performance. Leaders who incorporate positive psychology are often more resilient, optimistic, and successful at cultivating a constructive workplace culture. Additionally, the importance of diversity and inclusion in leadership is increasingly acknowledged in today's globalized and varied business landscape. Studies indicate that leaders who recognize their own biases and strive to foster an inclusive and fair work environment are generally more effective at building and managing diverse teams. Mindfulness, which refers to being present at the moment and being aware of one's thoughts, emotions, and surroundings, has also gained attention in recent years. Mindful leaders tend to be more self-aware and better able to manage their own emotions (Salovey and Mayer, 1990).

Grasping the concept of leadership mindsets and their influence on the actions and decisions of leaders is essential for fostering effective leadership and achieving positive results within organizations. This literature review will explore how leadership mindsets affect human behavior and contribute to broader organizational development. Furthermore, this study will include research on the challenges or barriers in the implementation of a growth mindset in an organisation.

The research holds significant importance due to several reasons.

1. Practical Implications: The study's findings can have practical implications for leaders, organizations, and individuals. By exploring the role of mindset on human behaviour and its effects on leadership and organizational development, the research can provide insights into effective leadership strategies, promoting a positive work environment, enhancing employee engagement and satisfaction, and driving overall organizational development.

2. Organizational Development: Understanding the influence of mindset on leadership and organizational dynamics is crucial for achieving sustainable growth and success. By identifying the factors that contribute to a growth mindset in leaders and their subsequent impact on employee behaviour, the research can help organizations foster a culture of continuous learning, innovation, and adaptability.

3. Employee Engagement and Satisfaction: A positive work environment is closely linked to employee engagement and satisfaction. By examining the relationship between mindset, leadership style, and employee perceptions, the study can shed light on how leaders can create an environment that fosters motivation, productivity, and overall well-being. This can result in increased employee engagement, job satisfaction, and retention.

4. Training and Development: The research aims to develop a framework for training and managing leadership mindset. By implementing the 6-week training program

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and evaluating its effectiveness, the study can contribute to the design of evidence-based training programs that enhance leadership capabilities, promote a growth mindset, and drive organizational performance.

Overall, the research's significance lies in its potential to provide practical guidance for leaders, contribute to organizational development, enhance employee engagement and satisfaction, and advance academic knowledge in the field of mindset and leadership. By addressing these aspects, the research can make a meaningful impact on individuals, organizations, and the broader research community.

1.11 Research Questions

1. How mindset affects human behaviours?

2. How does a leader's mindset affect their ability to motivate and inspire followers?

3. How well are leaders adapting to the suggested approaches?

How mindset affects human behaviours?

This research question seeks to explore the relationship between mindset and human behaviour. It aimed to investigate the effects of mindset on an individual's actions, attitudes, and decisions. The question seeks to understand the extent to which an individual's mindset can influence their behaviour in various contexts such as personal, professional, and social.

What impact does a leader's mindset have on their capacity to motivate and inspire their followers? This research inquiry focuses on exploring the connection between a leader's mindset and their effectiveness in motivating and inspiring others. It aims to investigate how a leader's beliefs, values, and attitudes shape their leadership style and how this, in turn, influences their ability to inspire and motivate their team. The study seeks to understand how various mindsets affect a leader's ability to foster a positive and engaging workplace atmosphere.

How well are leaders adapting to the suggested approaches?

This research question aimed to assess the adoption level of suggested leadership approaches. It seeks to examine how leaders are adapting to new approaches, strategies, and techniques in response to changes in the business environment. The question seeks to explore the extent to which leaders are open to new ideas and are willing to change their mindset to improve their leadership style. The research will help in identifying the challenges faced by leaders in adopting new approaches and ways to overcome them.

Hypotheses

H1: A growth mindset is positively associated with positive human behaviour, such as embracing challenges, persisting in the face of setbacks, and achieving greater success, while a fixed mindset is negatively associated with positive human behaviour.

H2: A leader's growth mindset is positively associated with their ability to motivate and inspire followers, while a fixed mindset is negatively associated with their ability to motivate and inspire followers.

H3: Leaders who are more adaptable and open to suggested approaches have a higher likelihood of improving their leadership style with growth mindset than those who are less adaptable and resistant to change.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definitions and key theories (e.g., Carol Dweck's Growth vs. Fixed Mindset)

A fixed mindset is the belief that intelligence, talents, and abilities are traits that people are born with and cannot change much. People with this mindset often avoid challenges because they fear failure. They believe their worth is tied to their natural talent and consider effort pointless. When they receive criticism, they often react defensively because they see it as a judgment of their abilities. They also view other people's success as a threat, which makes them less willing to take risks or try new things (Dweck, 2007).

A growth mindset believes that intelligence and abilities can be developed through effort and learning. People with this mindset see challenges as opportunities for growth and understand that effort is key to improvement. They embrace constructive criticism to enhance their results. They view others' success as inspiration rather than competition, encouraging collaboration and shared growth. This mindset supports resilience and long-term personal, academic, and professional development (Dweck, 2007). Table 1 shows the core differences between fixed mindset and growth mindsets.

Table 1
Core Differences in Mindsets

Aspect	Fixed Mindset	Growth Mindset
Belief About Abilities	Believes that intelligence, talent, and abilities are static and cannot be significantly improved.	Believes that intelligence, talent, and abilities can be developed through effort and learning.

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Response to Challenges	Avoids challenges, fearing failure will expose their limitations or inadequacy.	Seeks out challenges, viewing them as opportunities to learn, develop skills, and overcome obstacles.
Reaction to Failure	Interprets failure as a personal weakness and a confirmation of fixed limits on their abilities.	Views failure as a valuable learning experience and a stepping stone to eventual success.
Perception of Effort	Considers effort a sign of weakness or lack of natural ability; prefers tasks that come effortlessly.	Recognizes effort as a critical element of success and mastery; sees hard work as a sign of progress.
Response to Feedback	Reacts defensively to feedback, often ignoring it or perceiving it as a personal attack.	Embraces feedback, using it as a constructive tool for improvement and growth.
Reaction to Others' Success	Feels threatened or diminished by others' success, often comparing themselves negatively to peers.	Draws inspiration and motivation from others' achievements, seeking to learn from their strategies.
Approach to Risk-Taking	Avoids risks to maintain a sense of competence; seeks	Willingly takes calculated risks, understanding that growth often requires

	safe and familiar tasks to protect self-esteem.	stepping outside of comfort zones.
Problem-Solving Behaviour	Tends to focus on problems rather than solutions; may give up quickly when faced with difficulty.	Adopts a solution-focused approach, persistently experimenting with strategies to resolve challenges.
Long-Term Outlook	Prioritizes immediate validation and avoids situations that might highlight deficiencies.	Focuses on long-term improvement, valuing persistence and adaptability over short-term success.
Self-Identity	Links self-worth to innate ability, leading to fragile self-esteem when abilities are questioned.	Bases self-worth on effort, progress, and the ability to learn and adapt over time.

- Cognitive Manifestations of Mindsets

Growth and fixed mindsets distinctly influence cognitive processes, shaping how individuals perceive challenges, process feedback, and approach problem-solving. Growth mindset individuals focus on adaptability and long-term improvement, fostering effective problem-solving and cognitive control. Studies have shown that those with growth mindsets engage in reflective thinking and adjust strategies based on feedback, enabling them to adapt to dynamic contexts (Zarrinabadi et al., 2021; Schroder et al., 2014). Moreover, growth mindsets are associated with sustained focus and better alignment between task demands and cognitive resources.

Conversely, fixed-mindset individuals exhibit rigid cognitive patterns, often avoiding challenges to preserve their self-perception. Mullarkey and Schleider (2020) found that this mindset limits cognitive flexibility and resilience, particularly under conditions of stress or failure. Fixed-mindset individuals tend to anchor on their perceived inadequacies, which hinders their ability to revise strategies and solve complex problems effectively.

- Emotional Manifestations of Mindsets

Emotional patterns are deeply influenced by mindset orientation. Growth mindset individuals demonstrate enhanced emotional regulation, resilience, and optimism. Schroder (2020) highlighted that growth mindsets promote healthy emotional responses to anxiety and frustration, framing such emotions as part of the learning process. Positive emotions like enjoyment and satisfaction are common among growth mindset individuals, particularly in challenging learning environments (Zarrinabadi et al., 2021).

In contrast, fixed mindsets are closely associated with heightened emotional vulnerability. Individuals with fixed mindsets often interpret failures as personal inadequacies, leading to increased anxiety, helplessness, and avoidance behaviours (Burnette et al., 2020). These emotional patterns are particularly detrimental in high-stakes environments, where adaptability and resilience are critical.

- Behavioural Manifestations of Mindsets

The behavioural implications of mindsets extend to persistence, risk-taking, and collaboration. Growth mindset, individuals exhibit behaviours aligned with continuous improvements, such as persistence in the face of setbacks and openness to feedback (Athota, 2021). They are more likely to embrace challenges and proactively seek opportunities for learning and growth. These behaviours contribute to superior academic, professional, and personal outcomes.

Conversely, fixed mindset individuals display avoidance behaviours and prefer tasks reinforcing their perceived competencies. Khalkhali (2018) noted that these individuals are less likely to take risks or engage in collaborative problem-solving. Instead, their focus on maintaining self-image leads to reduced innovation and adaptability. This behaviour is incredibly limiting in environments that require collective effort and resilience, such as workplaces or team-based projects.

- Contextual Manifestations

Educational Settings: In educational contexts, growth mindsets foster persistence and resilience, contributing to higher engagement and academic achievement (Campbell, Craig and Collier-Reed, 2019; Claro, Paunesku and Dweck, 2016). Growth-oriented students are better equipped to manage academic challenges, especially in low-resource environments. Conversely, fixed mindsets lead to disengagement and lower achievement, as students avoid tasks that might expose their perceived limitations.

Professional and Organizational Contexts: Leaders with growth mindsets drive organizational adaptability and innovation in professional settings. Athota (2021) noted that growth-oriented leaders cultivate collaborative environments encouraging learning and experimentation. Fixed-mindset leaders, by contrast, resist change and prioritize maintaining established norms, limiting organizational development and adaptability.

Clinical and Psychological Contexts: Growth mindsets enhance emotional regulation and coping mechanisms in clinical settings. Schroder (2020) demonstrated that growth-oriented individuals are likelier to engage in adaptive coping strategies and respond positively to psychological interventions. Fixed mindsets, however, are associated with poorer mental health outcomes and resistance to therapeutic efforts, as individuals perceive their traits and conditions as immutable (Burnette et al., 2020).

Growth and fixed mindsets' cognitive, emotional, and behavioural manifestations highlight their profound influence across various contexts. Growth mindsets foster resilience, adaptability, and long-term success, while fixed mindsets perpetuate avoidance, anxiety, and stagnation. These distinctions underscore the importance of interventions and strategies promoting growth-oriented attitudes in educational, professional, and clinical settings.

2.2 Mindset and Leadership

A leader's mindset significantly influences their leadership style by shaping their beliefs about growth, capability, and the role of effort in achieving success. Leaders with a growth mindset often align with transformational or servant leadership, while those with a fixed mindset may gravitate toward transactional or laissez-faire leadership.

- Growth Mindset and Transformational Leadership

Individuals who possess a growth mindset perceive skills and potential as changeable and prioritize development, flexibility, and creativity. This viewpoint corresponds with transformational leadership, which centers on motivating and enabling others to exceed their expectations.

Example: A transformational leader with a growth mindset, such as Satya Nadella at Microsoft, embraced organizational change by fostering a culture of learning and innovation. Nadella encouraged collaboration and adaptability, empowering employees to experiment and develop new skills, aligning with the growth mindset belief in continuous improvement.

Characteristics:

   a. Encouraging innovation and creativity.

   b. Supporting team members' development through mentorship and feedback.

c. Recognizes challenges as opportunities to grow and strengthen the organization.

- Growth Mindset and Servant Leadership

Servant leadership is a leadership style closely linked to a growth mindset. Leaders who adopt this approach focus on fostering the growth and welfare of their teams, establishing a setting where team members feel appreciated and inspired to achieve their highest potential.

Example: Howard Schultz, the former CEO of Starbucks, exemplified servant leadership by focusing on employee empowerment and well-being. His growth-oriented approach involved investing in employee education and creating opportunities for personal and professional growth.

Characteristics:

a. Emphasizing empathy and listening.

b. Encouraging collective growth and shared success.

c. Building trust and fostering inclusive decision-making.

- Fixed Mindset and Transactional Leadership

Leaders with a fixed mindset often believe that talent and capability are static and that success depends on maintaining control and adhering to established systems. This aligns with transactional leadership, which emphasizes structured processes, compliance, and performance monitoring.

Example: A transactional leader with a fixed mindset might excel in structured environments like manufacturing or military operations, where adherence to rules and immediate results are prioritized. For instance, a factory manager focused solely on meeting production quotas may discourage innovative problem-solving or experimentation.

Characteristics:

    a. Setting clear expectations and using rewards or penalties to drive performance.

    b. Are avoiding risks or changes that challenge established norms.

    c. Are prioritizing short-term efficiency over long-term adaptability.

- Fixed Mindset and Laissez-Faire Leadership

Laissez-faire leadership, which is marked by limited direction or interference, can occasionally correspond with a fixed mindset when leaders refrain from involvement because they doubt their capacity to shape results. Leaders who have a fixed mindset might choose this approach to sidestep confronting challenges or making tough choices.

Example: In a corporate environment, a laissez-faire leader with a fixed mindset might refrain from giving feedback or stepping in to resolve team conflicts, resulting in underperformance and disengagement among team members.

Characteristics:

    a. Minimal involvement in team activities or decision-making.

    b. Avoidance of conflict or difficult conversations.

    c. Allowing team members to work autonomously without adequate guidance.

The relationship between a leader's mindset and leadership style is evident in their approach to growth, development, and problem-solving. Leaders with a growth mindset typically adopt transformational or servant leadership styles, fostering innovation, resilience, and team development, as seen in Satya Nadella or Howard Schultz. In contrast, leaders with a fixed mindset are more likely to prefer transactional or laissez-faire leadership, focusing on maintaining control or disengaging from challenges, which may limit long-term organizational adaptability. Organizations can better support leadership

development by understanding these dynamics to align mindset and style with strategic goals.

Complex and uncertain scenarios require adaptable, innovative, and resilient decision-making. A growth mindset, characterized by the belief that abilities and intelligence can be developed through effort and learning, enhances decision-making by fostering critical thinking, openness to feedback, and an experimental approach to problem-solving.

People with a growth mindset tend to tackle complex and uncertain situations with flexibility. They see uncertainty as a chance to learn and develop, allowing them to modify their strategies in response to changing information. Studies show that those with a growth mindset are more inclined to update their decisions when new evidence arises, which enhances results in uncertain circumstances (Dang and Liu, 2022). This adaptability is especially critical in crisis management or market shifts, where rapid responses are essential. Growth-mindset leaders successfully navigated organizational changes during the COVID-19 pandemic by quickly adopting remote work technologies and revising strategies to align with shifting demands (Tao et al., 2022).

A growth mindset encourages viewing failures as opportunities for learning rather than setbacks. This perspective fosters resilience, enabling decision-makers to persist through challenges and refine their approaches. Schroder (2020) found that growth-oriented individuals are more likely to use adaptive coping strategies, improving their capacity to handle high-pressure and uncertain situations. This resilience ensures that decision-making remains forward-focused despite obstacles. In entrepreneurial settings, growth-mindset leaders often experiment with multiple solutions, learning from failed attempts to refine their strategies and achieve long-term success (Costa et al., 2023).

Growth mindset leaders adopt a more experimental approach, valuing innovation and diverse perspectives in decision-making. This mindset fosters a willingness to test unproven ideas and accept calculated risks, essential for navigating complex problems. Zarrinabadi et al. (2021) noted that growth-oriented individuals prioritize adaptability and creativity, enhancing problem-solving in uncertain environments. Companies led by growth-oriented executives, such as Satya Nadella at Microsoft, foster cultures of experimentation, encouraging teams to develop innovative solutions in response to market challenges.

Having a growth mindset enables individuals to be more open to feedback, recognizing it as a crucial part of the decision-making process. This willingness helps them to embrace various viewpoints and modify their decisions to better fit changing circumstances. Burnette et al. (2020) highlighted that those with a growth orientation are more inclined to pursue and incorporate constructive feedback, enhancing the caliber of their decisions in situations of uncertainty.

The growth mindset provides decision-makers with the capabilities needed to successfully manage complicated and unpredictable situations. Individuals with a growth orientation can make educated, adaptable, and creative choices by embracing resilience, flexibility, and a readiness to experiment and learn. These qualities underscore the importance of nurturing a growth mindset within leadership and organizational environments.

Research highlights the profound influence of mindset on the cognitive, emotional, and physiological responses individuals exhibit when faced with decision-making challenges. Mindset serves as a lens through which individuals interpret and respond to their environment, significantly impacting their ability to process information, regulate emotions, and adapt behaviour.

According to Crum et al. (2017), a mindset that views stress as a chance for personal growth, rather than a hindrance, is known as a stress-is-enhancing mindset. This perspective has been linked to improved cognitive flexibility, allowing individuals to think innovatively and adjust their decision-making approaches even in challenging situations. Moreover, this mindset encourages a positive emotional state and boosts the production of anabolic hormones, such as higher levels of dehydroepiandrosterone (DHEA), which aids in building resilience in the face of threats.

The nature of an individual's mindset—abstract or concrete—also plays a pivotal role in decision-making. Anagnostakis (2022) identified that abstract mindsets are linked to riskier, future-oriented choices, as they encourage individuals to focus on overarching goals and potential long-term outcomes. In contrast, concrete mindsets emphasize immediate, detail-focused thinking, often resulting in more cautious and pragmatic decisions. This duality demonstrates how mindset influences the types of decisions made and the strategies employed in the decision-making process.

Mindfulness training, which cultivates a present-focused and non-judgmental awareness, has emerged as an effective tool for enhancing decision-making. Liu, Liu and Ni, (2018) found that mindfulness activates emotional systems in the brain, allowing individuals to integrate emotional and rational information during the decision-making process. This integration is particularly beneficial in social contexts, where empathy and emotional intelligence play critical roles.

The concept of mindset is deeply rooted in cognitive, social, and positive psychology. Mindsets act as cognitive frameworks that shape perceptions, expectations, and behaviours, serving as catalysts for change. Sistek-Chandler (2019) emphasizes that by altering perceptions through mindset shifts, individuals can unlock pathways to improved outcomes in education, stress management, and personal development.

Understanding the role of mindset in decision-making has significant implications across multiple domains:

Education: Educators can foster growth mindset in students, encouraging perseverance and adaptive thinking.

Stress Management: Training individuals to adopt a stress-is-enhancing mindset can improve their resilience and problem-solving capabilities under pressure.

Personal Development: By promoting mindfulness and abstract thinking, individuals can enhance their ability to make future-oriented decisions and navigate complex scenarios effectively.

Mindset is a powerful determinant in decision-making, influencing cognitive processes, emotional regulation, and physiological responses. Its multifaceted nature underscores its importance in driving effective decisions and fostering growth across personal and professional contexts. Further exploration into mindset mechanisms and applications can unlock new strategies for optimizing decision-making outcomes.

2.3 Organizational Development and Human Behaviour

The success of organizational development and change management initiatives is intricately linked to various behavioural factors that significantly drive employee engagement, adaptability, and the ongoing implementation of changes. Among these factors, leadership emerges as a cornerstone. Influential leaders are not merely figureheads; they articulate a compelling vision, instil confidence, and cultivate a culture that aligns employees' aspirations with the organization's broader objectives. Leadership styles, particularly transformational leadership, have demonstrated a remarkable ability to nurture innovation and adaptability—indispensable qualities for navigating the complexities of changing environments. Leaders who empower their team members, encouraging them to

take calculated risks, can further enhance the organization's commitment to change, especially in settings characterized by high complexity (Jung et al., 2020).

Communication is another critical element that is transformative in minimizing resistance and ensuring clarity during change initiatives. Transparent, ongoing, and inclusive communication fosters trust while significantly reducing ambiguity. Employees are more inclined to embrace changes when they comprehend the reasons behind the alterations, the benefits involved, and the implications these changes will have on their roles. Research indicates that personalized communication centred around feedback can significantly enhance employee engagement and collaboration (VOICA et al., 2022).

Employee engagement stands out as yet another pivotal factor in this equation. Engaged employees—those who feel acknowledged and integrated into the change process—are inherently more driven to contribute actively to the organization's objectives. When employees are included in the planning and decision-making stages, they develop a sense of ownership that mitigates resistance to new initiatives. Furthermore, providing abundant opportunities for skill development and training empowers employees to navigate shifting demands, bolstering the organization's overall resilience (Errida and Lotfi, 2021).

Trust and fairness in executing change processes provide a solid foundation for successful change management. Employees who perceive fairness in decision-making and resource allocation are far more likely to endorse and support transformations within the organization. This perception of fairness includes ensuring that all change processes are inclusive and equitable, marked by consistent leadership behaviours that enhance credibility and trustworthiness (Dwivedi et al., 2009).

Finally, nurturing adaptability and a growth mindset among the workforce is vital for overcoming the challenges associated with change initiatives. Organizations prioritizing cultivating a culture of learning, resilience, and adaptability are better

positioned to navigate uncertainty. Promoting a spirit of experimentation and framing setbacks as opportunities for learning can help create a proactive and solution-oriented workforce—an essential component for sustaining growth and fostering innovation over the long term (Radu, 2023).

Research highlights that specific employee behaviours are critical in achieving organizational objectives. These behaviours influence individual and collective performance, foster innovation, and create a culture that aligns with the organization's strategic goals.

- Organizational Citizenship Behaviours (OCBs)

Organizational Citizenship Behaviours (OCBs) refer to discretionary actions that go beyond an employee's formal responsibilities and contribute to organizational effectiveness. These behaviours include helping colleagues, showing initiative, and promoting a positive work environment. OCBs improve team cohesion, reduce workplace conflicts, and enhance productivity (Posdakoff and MacKenzie, 1994). For instance, OCBs significantly improve unit performance in sales teams by fostering collaboration and morale.

- Engagement and Commitment

Engaged employees who are emotionally invested in their work demonstrate higher productivity and innovation. Organizational commitment, particularly affective commitment, strongly predicts behaviours such as collaboration, adaptability, and resilience, which are crucial during organizational changes (Sultan Alateeg and Abdulaziz Alhammadi, 2024). Employees with high levels of perceived organizational support reciprocate by engaging in behaviours that enhance performance and support organizational goals (Giacomo Moserle et al., 2024).

- Learning and Adaptability

The ability of employees to learn and adapt is pivotal in fast-changing environments. Growth-oriented behaviours, such as seeking feedback and embracing challenges, help employees innovate and align with organizational strategies. Effective learning behaviours, supported by a positive organizational culture, enable employees to acquire new skills and apply them to meet dynamic business needs (Garrido-Morenoet al., 2024).

- Collaboration and Teamwork

Collaboration and cooperative behaviours are necessary for fostering a cohesive and productive work environment. Employees who actively contribute to team success, share knowledge and support peers create a high-performing culture. These behaviours are particularly beneficial in cross-functional teams, where diverse perspectives and skills are integrated to achieve complex goals (Meyers van Woerkom and Bauwens, 2023).

- Resilience and Positive Psychological Behaviours

Hope, optimism, and resilience—components of positive organizational behaviour—significantly enhance employee performance, satisfaction, and commitment. These behaviours enable employees to navigate challenges, recover from setbacks, and focus on achieving objectives (Youssef and Luthans, 2007). Resilient employees contribute to a culture of continuous improvement and perseverance, even during uncertain or organizational change.

- Task Performance and Proactive Behaviours

Task performance, defined by how well employees fulfil their job responsibilities, is critical for achieving organizational goals. Beyond routine tasks, proactive behaviours, such as anticipating problems and initiating improvements, demonstrate a forward-thinking approach that drives growth and innovation (Zhenjing et al., 2022).

Key employee behaviours collectively contribute to achieving organizational objectives, including organizational citizenship, engagement, learning, collaboration, resilience, and task performance. Organizations can enhance their effectiveness and adaptability by fostering a supportive environment and aligning individual behaviours with strategic goals.

2.4 Mindset as a Mediator in Leadership and Organizational Development

Leadership mindset is crusial to the success of organizational change management initiatives. Leaders' beliefs, attitudes, and behaviours significantly influence the implementation and acceptance of change, shaping organizational outcomes.

Leaders who possess a growth mindset and recognize that skills and abilities can be developed are more successful in cultivating adaptive and innovative organizational cultures. Research highlights that growth-oriented leaders encourage experimentation, learning from failure, and continuous improvement, all essential in navigating complex change initiatives (Kilkelly, 2014). Transformational leadership styles, often rooted in a growth mindset, enable leaders to inspire trust, motivate employees, and foster commitment to change. For example, transformational leaders use vision and empathy to align organizational goals with employees' aspirations, thus enhancing the likelihood of change success (Bayraktar and Jiménez, 2020).

In contrast, leaders with a fixed mindset are more likely to resist new approaches, focusing instead on maintaining existing practices and hierarchies. Such leaders often exhibit transactional leadership behaviours, emphasizing compliance and control rather than flexibility and collaboration. This can hinder the adaptive processes necessary for successful change, especially in volatile or complex environments (Mehta, Maheshwari and Sharma, 2014). Fixed-mindset leaders may also need to address employee resistance

effectively, exacerbating challenges during the implementation phase (Chukwuma and Zondo, 2024).

Leadership styles serve as a behavioural conduit through which mindset impacts change outcomes. Transformational leaders, driven by growth-oriented thinking, focus on empowering employees, aligning resources with strategic goals, and fostering a culture of openness to innovation (Khan et al., 2020). conversly, laissez-faire leadership, often associated with a lack of engagement, can amplify the adverse effects of a fixed mindset, leading to disengagement and reduced employee commitment (Ismaila Akinbode and Ali Al Shuhumi, 2018).

Mindset influences psychological mechanisms that shape employee behaviour during change. Leaders with a growth mindset build trust and self-efficacy among employees, creating an environment where individuals feel supported in taking risks and adapting to new roles (Bayraktar and Jiménez, 2020). This contrasts with fixed-mindset leaders, who may inadvertently foster fear and uncertainty, undermining employee morale and readiness to change (Metwally et al., 2019).

Organizations seeking to improve change management outcomes should focus on developing growth-oriented mindsets among leaders through targeted interventions, such as mindset training and leadership development programs. Fostering transformational and ethical leadership behaviours can also further enhance leaders' ability to guide change effectively (Hastings and Schwarz, 2021).

Leaders' mindsets are pivotal in mediating the success of change management initiatives. Growth-oriented leaders are likelier to adopt transformational leadership styles that inspire adaptability, trust, and resilience among employees, driving successful change. Conversely, fixed-mindset leaders may hinder progress by prioritizing stability over innovation, underscoring the need for mindset-focused leadership development.

Mindset theory and organizational behaviour (OB) theories converge to explain how leaders' attitudes and perceptions influence organizational outcomes. Integrating these frameworks offers a detailed comprehension of how leaders shape employee behaviour, organizational culture, and overall performance.

Mindset theory, rooted in beliefs about the malleability of abilities, emphasizes the role of fixed and growth mindsets in shaping motivation and behaviour. Murphy and Reeves (2019) explore how leaders' mindsets influence workplace norms, policies, and practices, impacting employee motivation and engagement. Leaders with a growth mindset are likelier to foster a culture of continuous improvement, innovation, and learning, aligning with positive organizational behaviour theories.

Transformational leadership, a core OB theory, emphasizes inspiring and empowering employees to achieve collective goals. Leaders with a growth mindset naturally align with transformational behaviours, such as providing individualized support, fostering creativity, and challenging existing paradigms. Bunjak, Bruch and Černe, (2022) got that transformational leadership significantly enhances employee commitment to change initiatives, especially when leaders encourage adaptability and learning.

Organizational Citizenship Behaviours (OCBs)—voluntary actions that enhance organizational effectiveness—are strongly linked to leadership mindsets. Leaders with growth mindsets create environments where employees feel worth, leading to increased collaboration and discretionary effort. Carpini and Oc (2021) highlights the role of paradoxical leadership, which combines flexibility and consistency, in fostering OCBs. This leadership style aligns with the adaptability encouraged by a growth mindset.

Contextualization within OB theory explains how situational factors mediate the influence of leadership. Carpini and Oc (2022) argue that leaders' mindsets shape their approach to contextualizing organizational priorities, ensuring alignment with employee

capabilities and external demands. Growth-oriented leaders excel in adapting their strategies to dynamic contexts, promoting organizational resilience and effectiveness.

Ethical leadership prioritizes fairness, trust, and moral behaviour and complements growth mindset approaches by fostering trust and integrity within teams. Bagga, Gera and Haque, 2022 emphasize the role of regulatory focus in mediating the relationship between leadership behaviours and employee outcomes, like commitment and extra-role performance. Growth mindset leaders excel in ethical leadership by promoting open communication and inclusivity.

Servant leadership, emphasizing empathy and the development of team members, parallels growth-mindset principles. Donia et al. (2016) found that servant leaders enhance employee satisfaction and organizational commitment by fostering a supportive and developmental work environment. This approach aligns with the motivational aspects of mindset theory.

Ikart (2023) highlight that effective leadership requires adaptability and leveraging cognitive, emotional, and behavioural factors to align employee goals with organizational objectives. Leaders with growth mindsets excel in integrative leadership models, promoting innovation and agility in achieving performance outcomes.

The integration of mindset theory and organizational behaviour theories highlights how leadership mindsets influence organizational outcomes through mechanisms such as transformational and ethical leadership, OCBs, and adaptability. Growth-oriented leaders foster cultures of innovation, resilience, and collaboration, driving sustained organizational development

2.5 Mindset as a Leadership Development Tool

Fostering a growth mindset in leaders across various organizational contexts involves strategies that encourage continuous learning, adaptability as well as the ability to

view challenges as opportunities. One of the most effective approaches is creating an organizational culture emphasizing learning over performance. Leaders thrive when the focus shifts from "being right" to "getting it right," allowing them to experiment and learn from successes and failures. By implementing leadership development programs that incorporate reflection and feedback, organizations can help leaders identify areas for improvement and reframe mistakes as growth opportunities (Murphy and Reeves, 2019).

Another impactful strategy is modelling growth-oriented behaviours at the highest levels of leadership. Senior leaders who openly discuss their learning journeys and demonstrate vulnerability in the face of challenges set a powerful example. This transparency fosters psychological safety, encouraging other leaders to embrace development without fear of judgment (Donia et al., 2016). For instance, leaders in dynamic industries like technology benefit from engaging in peer mentorship programs, where sharing insights and experiences reinforces the value of adaptability and collaboration.

Providing regular, constructive feedback is also crucial for fostering a growth mindset. Feedback should focus on effort, strategy, and improvement rather than innate abilities. For example, instead of praising a leader's natural talent for problem-solving, highlight their perseverance and innovative approach to finding solutions. Such feedback reinforces the belief that abilities can develop with effort, a cornerstone of the growth mindset (Bagga, Gera and Haque, 2022). Additionally, leaders should be encouraged to seek feedback actively, as this behaviour aligns with a willingness to grow and adapt.

Customized training programs tailored to specific organizational contexts are another effective tool. For example, scenario-based training can simulate complex challenges in industries undergoing rapid change, such as healthcare or finance, allowing leaders to practice adaptability and decision-making under pressure. These programs can

include emotional intelligence, resilience, and conflict resolution workshops to help leaders build the skills necessary to navigate uncertainty (Hastings and Schwarz, 2021).

Lastly, recognizing and rewarding growth-oriented behaviours within the organization can amplify the impact of these strategies. Highlighting stories of leaders who have demonstrated significant development reinforces the importance of mindset in driving success. For instance, celebrating a leader who implemented innovative changes after overcoming initial resistance signals that effort and perseverance are valued (Mamula et al., 2019).

In summary, fostering a growth mindset in leaders requires a multifaceted approach, including cultivating a learning culture, modelling growth-oriented behaviours, providing constructive feedback, and offering tailored training. These strategies enhance leadership effectiveness and empower leaders to drive organizational development in a rapidly changing world.

Personal characteristics such as emotional intelligence (EI) and resilience are critical determinants of leaders' success in mindset development strategies. These traits influence how leaders perceive challenges, adapt to feedback, and engage in continuous learning, which is foundational to fostering a growth mindset.

Emotional intelligence is recognizing, understanding, and regulating emotions while effectively responding to others' emotions. Leaders having high EI are better equipped to engage with mindset development strategies because they are more self-aware and receptive to feedback. For example, emotionally intelligent leaders can navigate the discomfort of confronting their limitations, a crucial step in adopting a growth mindset. EI also enhances leaders' capacity to empathize with others, fostering a collaborative and supportive organizational culture that facilitates team mindset shifts (Cavaness, Picchioni and Fleshman, 2020).

Moreover, EI strengthens interpersonal skills like conflict resolution and communication, importance of implementing mindset-oriented changes. Leaders with strong EI are more likely to model growth-oriented behaviours, such as admitting mistakes and demonstrating adaptability, inspiring similar behaviours in their teams (P. Fernandez et al., 2012). Additionally, executive coaching programs emphasizing EI have enhanced leaders' ability to embrace mindset development by aligning emotional competencies with strategic goals (Wittmer et al., 2018).

Resilience, or the capacity to bounce back from difficulties and adjust to challenges, is an essential trait that fosters the development of mindset. Leaders who are resilient see obstacles as chances for growth instead of dangers, which closely aligns with the ideas of a growth mindset. This quality allows leaders to continue in the face of opposition or setbacks, which is often experienced during personal and organizational change (Gavín et al., 2022).

Resilience also interacts with EI to amplify the effectiveness of mindset development. Both emotionally intelligent and resilient leaders are better at managing stress, maintaining focus, and fostering positive organizational outcomes. For instance, a resilient leader can reframe setbacks as learning experiences while using EI to motivate and support their teams during challenging transitions (Pacheco et al., 2021).

Organizations can implement targeted interventions to leverage EI and resilience in mindset development. Training programs integrating EI development with resilience-building strategies, such as mindfulness and adaptive thinking exercises, have improved leaders' ability to adopt growth-oriented practices (Tenschert et al., 2024). Creating supportive environments where leaders feel safe to experiment and receive constructive feedback further enhances the integration of these personal characteristics into mindset shifts.

Emotional intelligence and resilience are pivotal for the success of mindset development strategies in leaders. By fostering self-awareness, adaptability, and a focus on continuous learning, these traits enable leaders to embrace growth-oriented practices and inspire similar team behaviours. Organizations prioritizing EI and resilience through tailored interventions will be better positioned for sustained leadership development and organizational development.

2.6 Behavioural Drivers in Organizations

The way leaders approach their roles greatly influences how intrinsic and extrinsic motivation function in organizations, ultimately affecting employee performance, engagement, and innovation. Transformational, transactional, and participatory leadership styles interact differently with motivational drivers, influencing organizational outcomes.

Transformational leadership, characterized by vision, inspiration, and intellectual stimulation, is strongly linked to fostering intrinsic motivation among employees. Leaders who prioritize growth, creativity, and collaboration inspire employees to derive satisfaction from the work rather than external rewards. For example, transformational leaders enhance intrinsic motivation by providing opportunities for personal development and encouraging problem-solving autonomy. Research by Morkevičiūtė and Endriulaitienė (2020) found that employees under transformational leaders demonstrated higher intrinsic motivation, notably when leaders articulated a shared vision and intellectually stimulated their teams.

In contrast, transactional leadership relies on structured rewards and punishments to drive performance, aligning closely with extrinsic motivation. This style is effective in routine or highly regulated environments with clear performance metrics. For example, transactional leaders may use bonuses or recognition programs to encourage compliance and efficiency. However, this reliance on external rewards can undermine intrinsic motivation, especially in tasks requiring creativity or innovation. A study by Aljumah

(2023) highlighted that while transactional leadership strengthens the connection between extrinsic motivation and job satisfaction, it attenuates the benefits of intrinsic drivers.

Participatory leadership, which emphasizes collaboration and open communication, effectively balances intrinsic and extrinsic motivation. Leaders adopting this style involve employees in the process of decision-making, fostering a sense of ownership and intrinsic fulfilment while aligning external rewards with team objectives. Andriansyah, Mukhlis and Musnadi, (2021) showed that participatory leadership significantly enhances intrinsic and extrinsic motivation, improving organizational performance.

The effectiveness of different leadership styles in fostering intrinsic or extrinsic motivation is shaped by contextual elements like organizational culture and employee demographics. For instance, Cerasoli, Nicklin and Ford, (2014) showed that although intrinsic motivation is a better predictor of performance quality, extrinsic rewards tend to be more effective in settings focused on quantity. Additionally, found that organizational regulatory focus moderates the impact of leadership styles, enhancing motivation depending on whether the goals prioritize prevention or promotion.

Leadership style profoundly affects how intrinsic and extrinsic motivations drive organizational development. Transformational leadership enhances intrinsic motivation by fostering autonomy and intellectual engagement, while transactional leadership leverages extrinsic incentives for efficiency and compliance. Participatory leadership achieves a balanced approach, promoting both forms of motivation. Contextual factors further influence these dynamics, underscoring the importance of tailoring leadership strategies to organizational goals and employee needs.

The interplay between intrinsic and extrinsic motivators is critical to shaping employee engagement, which reflects how deeply employees are emotionally, cognitively,

and behaviourally invested in their task. Depending on the organizational context and individual characteristics, both types of motivators contribute differently but synergistically to employee engagement.

Intrinsic motivators, such as autonomy, mastery, and purpose, are deeply tied to an employee's internal satisfaction and drive. These motivators enhance involvement by fostering a sense of fulfilment and alignment with personal values. For example, studies have shown that employees who find intrinsic enjoyment in their work or derive a sense of personal accomplishment exhibit higher levels of dedication and vigour (Pandya, 2024). Intrinsic motivators are incredibly impactful in roles requiring creativity, innovation, or complex problem-solving, where the work is a source of motivation.

Extrinsic motivators, such as financial rewards, recognition, and promotions, address external needs and are often used to incentivize specific behaviours or outcomes. While these motivators effectively drive short-term engagement, over-reliance on extrinsic rewards may diminish intrinsic motivation, a phenomenon known as the "crowding-out effect" (Putra, Cho and Liu, 2017). However, when extrinsic rewards are aligned with intrinsic goals—such as linking bonuses to personal growth milestones—they can complement rather than compete with intrinsic motivators.

The relationship between intrinsic and extrinsic motivators is often context-dependent. In environments where tasks are repetitive or routine, extrinsic motivators play a more dominant role in sustaining engagement. Conversely, in knowledge-intensive or creative industries, intrinsic motivators drive deeper engagement. Intrinsic and extrinsic motivators can interact positively when structured appropriately, such as when extrinsic rewards acknowledge and amplify the intrinsic value of an employee's contributions.

Research indicates that perceived organizational support (POS) can effectively connect intrinsic and extrinsic motivation by creating a sense of belonging and fairness.

For instance, Aldabbas et al. (2023) found that employees who feel appreciated and supported by their organization are more inclined to incorporate extrinsic rewards into their intrinsic motivation, which boosts their overall engagement.

Organizations can maximize employee engagement by balancing intrinsic and extrinsic motivators. This involves creating a workplace culture that values autonomy, mastery, and purpose while strategically using extrinsic rewards to reinforce desired behaviours. Recognizing individual differences is also crucial, as some employees may respond more strongly to intrinsic motivators while others prioritize extrinsic rewards (Pandya, 2024).

Intrinsic and extrinsic motivators interact dynamically to shape employee engagement, with their effectiveness varying based on the nature of work and individual preferences. A balanced approach that integrates both types of motivation fosters a more engaged, productive, and satisfied workforce, ultimately driving organizational development.

2.7 Organizational Development (OD) and Mindset Integration

Incorporating mindset theories into Organizational Development (OD) practices offers significant potential for enhancing employee performance, leadership development, and organizational adaptability. However, several challenges must be addressed to integrate these theories into practice effectively.

One fundamental challenge is better understanding and applying mindset theories. While the fixed and growth mindset concepts are well-established, substantial divergences exist in conceptualizing them across disciplines and contexts. French II (2016) highlights the "fuzziness" of mindset definitions, which can lead to misaligned interventions that fail to achieve the intended outcomes. For example, superficial applications of mindset theory,

such as overemphasizing positive thinking without addressing structural or cultural barriers, can undermine its effectiveness.

Organizational cultures that emphasize traditional success metrics, such as fixed performance evaluations and rigid hierarchies, often resist the mindset shifts required for OD interventions. Employees and leaders accustomed to static processes may view adopting mindset-focused approaches as unnecessary or disruptive. Anagnostakis (2022) note that shifting from skillset-oriented to mindset-oriented leadership development requires a significant cultural transformation, which can encounter substantial resistance.

Another challenge is the interplay between personal mindsets and organizational culture. While individuals may develop growth mindsets through targeted training, organizational norms and policies may reinforce fixed-mindset behaviours, such as punitive responses to failure. Murphy and Reeves (2019) emphasize that aligning individual and organizational mindsets requires systemic policies, practices, and changes in leadership messaging.

Another challenge is the concept of "false growth mindsets," where individuals or organizations claim to embrace growth-oriented principles without implementing meaningful changes. False growth mindsets can arise when leaders adopt the rhetoric of growth mindsets but continue to penalize mistakes or fail to provide development opportunities (Murphy and Reeves, 2019). This inconsistency can undermine trust and engagement.

Evaluating the impact of mindset-based interventions is complex. Traditional OD metrics often focus on tangible outcomes, such as productivity or turnover rates, which may need to capture the nuanced effects of mindset changes fully. Anagnostakis (2022) argue the need to develop multidimensional evaluation frameworks that assess shifts in behaviours, attitudes, and organizational dynamics over time.

Leadership development programs that integrate mindset theories often focus on individual leaders, which can limit scalability and broader organizational impact. Jeanes (2021) highlights the need for OD practices to integrate mindset approaches at all levels of the organization, including less experienced employees and non-leadership roles. This requires designing interventions that address diverse developmental needs while maintaining organizational coherence.

Mindset interventions must be tailored to specific organizational contexts, industries, and cultural norms. Generic, one-size-fits-all approaches need to address an organization's unique challenges and opportunities. For instance, Paxton and Suzanne Van Stralen (2015) stress the importance of adapting mindset practices to align with the dynamic complexities of the 21st-century workplace.

Incorporating mindset theories into OD practices holds transformative potential but faces significant challenges related to conceptual clarity, resistance to change, organizational alignment, and evaluation. Addressing these challenges requires a comprehensive approach to integrating mindset development into organizational culture, aligning individual and systemic goals, and ensuring contextual adaptability. By overcoming these barriers, organizations can unlock the full potential of mindset-based interventions to drive innovation, resilience, and long-term success.

Mindset integration within organizations significantly influences their adaptability to external and internal changes. Organizations can better align their strategies and operations with dynamic environments by fostering a culture of learning, resilience, and innovation. Below are critical insights based on recent research.

Integrating growth mindsets into organizational cultures helps firms perceive external challenges, such as technological advancements or market disruptions, as opportunities rather than threats. Krskova and Breyer (2023) highlight the role of global

and innovation mindsets in converting competitive pressures into growth pathways by fostering flexibility and an appreciation for diverse perspectives. Organizations that embed growth-oriented thinking are more adept at effectively leveraging emerging trends and navigating uncertainty.

Mindset integration promotes collaboration and continuous improvement internally. Kantabutra and Ketprapakorn (2021) emphasize that creating a shared mindset is critical for aligning individual behaviours with organizational goals during change processes. This shared mindset fosters a cohesive approach to addressing internal disruptions, such as structural realignments or cultural transformations.

Mindset integration underpins organizational learning, a core driver of adaptability. Garrido-Moreno, Martín-Rojas and García-Morales (2024) argues that organizations with growth-oriented internal structures are better equipped to synthesize information, optimizing decision-making during volatile periods. For instance, organizations that encourage experimentation and reflective practices enhance their capacity to learn from successes and failures, positioning themselves for sustained growth.

Change initiatives often encounter resistance due to uncertainty or fear of failure. Integrating mindset theories can mitigate these barriers by promoting psychological safety and encouraging employees to embrace challenges. Mouazen et al. (2023) underline the importance of mobilizing internal change agents who embody growth mindsets, fostering a culture of acceptance and proactive engagement with change.

Despite its benefits, mindset integration faces challenges such as entrenched fixed-mindset behaviours and misalignment between individual and organizational goals. Addressing these issues requires consistent communication, leadership modelling, and tailored interventions. For example, aligning mindset training with strategic objectives

ensures that the integration efforts resonate across all organizational levels (de Waal, et al., 2019).

Mindset integration is foundational for enhancing organizational adaptability to external and internal changes. By fostering resilience, learning, and collaboration, organizations can transform challenges into opportunities for growth. However, successful integration requires deliberate alignment of individual and organizational mindsets supported by clear leadership and strategic planning.

2.8 Concepts Related to Leadership Styles and Organizational Outcomes in MSMEs

- Mindset Theory and Leadership Styles

Mindset theory, particularly the distinction between growth and fixed mindsets, provides a critical framework for understanding leadership behaviours. Leaders with a growth mindset are likelier to exhibit transformational leadership styles, inspiring and motivating their teams, fostering innovation, and driving continuous improvement (Dweck, 2007). In contrast, a fixed mindset aligns more closely with transactional or autocratic leadership styles, emphasizing control, rigidity, and resistance to change (Burnette et al., 2013). These contrasting approaches influence organizational adaptability and innovation, especially in resource-constrained environments like MSMEs (Murphy and Johnson, 2011).

- Emotional Intelligence (EI) and Leadership

Emotional intelligence, which recognizes and manages emotions, significantly impacts leadership effectiveness (Goleman, 1998). Leaders with high EI foster trust, collaboration, and resilience within their teams. In MSMEs, where personal relationships and team cohesion are critical, the interplay between a growth mindset and high EI enhances transformational leadership qualities, improving employee motivation and organizational performance (Reuven Bar-On, 2006; Salovey and Mayer, 1990).

- Organizational Culture and Mindset

Organizational culture shapes the effectiveness of leadership styles by reinforcing behaviours that align with organizational goals. A growth-oriented culture, driven by leadership behaviours, encourages openness to feedback, risk-taking, and collaboration (Schein, 2010). In MSMEs, leaders directly influence organizational culture due to their proximity to employees. Adopting a growth mindset at the leadership level can cascade through the organization, fostering a culture that supports innovation, adaptability, and employee engagement (Eckerwalland, 2021).

- Change Management and Adaptability

Effective change management is essential for SMEs navigating competitive and dynamic market environments. Leaders with a growth mindset are more adaptable and better equipped to guide their teams through organizational changes (Cameron and Green, 2015). By emphasizing learning and resilience, these leaders utilize transformational leadership styles to enable their organizations to pivot and thrive amidst challenges (Kotter, 1995).

- Employee Engagement and Team Dynamics

Leadership styles significantly impact employee engagement and team dynamics. Growth-minded leaders adopt inclusive and participatory approaches, empowering employees and fostering collaboration (Nair Subramanian and Banihashemi, 2024). This is particularly critical in MSMEs, where smaller teams mean that each member's contributions heavily influence overall outcomes. By integrating growth mindset principles, leaders can build trust and foster a sense of ownership within their teams (Reniati et al., 2024).

- Innovation and Organizational development

Mindset, leadership, and innovation are intricately linked, particularly in MSMEs that rely on agility and creativity to compete with larger firms. Leaders with growth mindsets create environments encouraging experimentation and learning from failure, fostering innovation, and improving organizational outcomes (Amabile, 1996). This approach aligns with transformational leadership principles, where the emphasis on vision and continuous improvement drives success in fast-evolving markets (Subramanian and Banihashemi, 2024).

- Application to MSMEs

While most literature on mindset and leadership focuses on large organizations, its application in MSMEs must be explored (Hornsby and Kuratko, 2003). MSMEs face unique challenges, such as resource constraints, flat hierarchies, and the need for strong team dynamics. These factors underscore the importance of leadership styles integrating growth mindsets and transformational behaviours to achieve sustainable organizational outcomes (Berisha et al., 2024).

By concentrating on the direct connections between these secondary concepts and their influence on leadership and organizational outcomes, this review provides actionable insights tailored to the unique needs of MSMEs. These findings establish a foundation for implementing growth mindset principles to enhance leadership effectiveness and drive organizational development in smaller enterprises.

2.9 Contributions to Existing Literature

This study of applying growth mindset principles in the leadership of MSMEs contributes significantly to the existing literature mindset and leadership.

1. Bridging Contextual Gaps

i. While the concept of a growth mindset has been extensively studied in academic and corporate settings, applying these principles in the context of MSMEs highlights the

unique challenges and opportunities faced by smaller enterprises such as MSMEs operate under resource constraints and high market volatility, requiring leaders to adapt rapidly and embrace learning from failures. This aligns with growth mindset principles that emphasize resilience and adaptability (Dweck, 2006; Schulze and Pinkow, 2020).

ii. By focusing on MSMEs, the study expands mindset theory to an economically critical sector, offering practical applications for leaders who may lack access to advanced training or resources.

iii. Previous studies on leadership often focus on large organizations, leaving a gap in understanding how growth-oriented leadership establishes in MSMEs. This study highlights how growth mindset principles enable MSME leaders to turn constraints into opportunities through innovative thinking and strategic risk-taking.

iv. It also demonstrates that a growth mindset can foster entrepreneurial behaviours like experimentation and resilience, which are particularly vital for MSMEs.

2. Integrating Growth Mindset with Organisational Development

Existing literature mostly explores growth mindset at an individual level. However, applying it to MSME leadership offers insights into its systemic impacts. This builds on linking leadership mindset to organisational adaptability and highlights its role in fostering innovation ecosystem in MSMEs (Schulze and Pinkow, 2020).

3. Contribution to Leadership Development Literature

This study addresses leadership development in under-researched sectors by

i. Demonstrating that growth mindset training can be a cost-effective way to enhance leadership capabilities in MSMEs, particularly in emerging markets.

ii. Providing a scalable framework for the leadership programs that focus on growth mindset as a critical competency for navigating change and uncertainty (Dion Leadership, 2022).

4. Policy and Practice Implications

i. By emphasizing the role of policymakers in fostering a growth mindset among MSME leaders, the study links leadership development to broader economic and social outcomes.

ii. The study enriches the literature by showcasing how targeted interventions can empower MSMEs to become more competitive and resilient, contributing to regional economics.

5. Advancing Growth Mindset Theory

The study advances the theoretical frameworks by

i. Validating growth mindset principles in diverse settings, reinforcing their universality and applicability across organisational type and sizes.

ii. Offering empirical evidence on the role of mindset in driving strategic decision making and adaptability under conditions of uncertainty, which strengthens the conceptual link between mindset and leadership performance.

iii. The application of growth mindset principles in MSMEs leadership extends the existing body of knowledge by contextualising mindset theories in a sector that plays a critical role in economic development.

It offers practical, evidence-based insights for leaders, policymakers, and researchers, further bridging the gap between theoretical understanding and real-world implementation.

2.10 Summary

Integrating mindset theories into organizational settings profoundly affects behaviours that drive adaptability, leadership efficacy, and organizational development. Various studies have shown that mindset, particularly the distinction between fixed and

growth mindsets, emerges as the critical determinant of how individuals and organizations respond to challenges, navigate change, and sustain long-term performance.

- Mindset and Leadership Behaviours

Leadership behaviours are pivotal in embedding mindset-oriented practices within organizations. Leaders with growth mindsets foster environments where challenges are embraced, failures are viewed as learning opportunities, and innovation is prioritized. Transformational leadership, rooted in growth-oriented beliefs, enhances intrinsic motivation, supports organizational citizenship behaviours (OCBs), and drives effective change management. In contrast, fixed-mindset leaders often rely on transactional approaches, focusing on compliance and short-term outcomes, which can limit adaptability and innovation.

- Behavioural Impacts on Organizational Adaptability

Mindset integration significantly influences an ability of organization to adapt to internal and external changes. Growth-oriented cultures promote resilience, learning, and collaboration, enabling organizations to pivot effectively in response to dynamic environments. Employees with a growth mindset demonstrate persistence, risk-taking, and openness to feedback, which are crucial for navigating uncertainty. Moreover, organizational learning is enhanced when mindset integration fosters information sharing, reflective practices, and innovation, as these behaviours align with long-term adaptability.

- Motivational Dynamics in Organizations

Intrinsic and extrinsic motivation interact dynamically within mindset-oriented frameworks. Leaders who align intrinsic motivators, such as purpose and mastery, with extrinsic rewards, such as recognition and bonuses, achieve higher levels of employee engagement. Transformational and participatory leadership styles amplify this synergy by emphasizing personal growth and team collaboration. However, over-reliance on extrinsic

incentives can undermine intrinsic motivation, underscoring the need for balanced approaches that reinforce growth-oriented behaviours.

- Challenges in Mindset Integration

Despite its benefits, integrating mindset theories into organizational practices faces several challenges. Resistance to change, superficial adoption of growth mindset principles, and misalignment between individual and organizational goals hinder effective implementation. Addressing these challenges requires consistent communication, leadership modelling, and tailored interventions to ensure that mindset development resonates across all organizational levels.

- Behavioural Factors in Change Management

Behavioural factors like emotional intelligence, resilience, and collaboration are critical to successful mindset integration. Leaders with high emotional intelligence effectively manage feedback, foster psychological safety, and inspire trust, creating a conducive environment for mindset shifts. Resilient behaviours, including persistence and adaptability, further support change initiatives by mitigating resistance and develop a culture of continuous improvement.

The literature consistently highlights the transformative potential of mindset theories in shaping organizational behaviours that drive adaptability, motivation, and engagement. By integrating growth-oriented practices, organizations can foster resilience, enhance learning, and align leadership and employee behaviours with long-term strategic goals. Addressing the inherent challenges of mindset integration through strategic planning and behavioural alignment ensures sustained organizational development in dynamic environments. This synthesis underscores the importance of mindset as a foundational framework for modern organizational development.

CHAPTER III

METHODOLOGY

3.1 Overview of the Research Problem

This research explores the impact of mindset on human behaviour and its implications for leadership and organizational development. A mixed-methods approach was utilized to attain this objective, integrating both qualitative and quantitative research methodologies. The study commenced with an extensive literature review of existing studies, alongside an analysis of open-source datasets, focusing on the correlation between mindset and behaviour.

Central to this investigation were vital theories, such as Carol Dweck's Growth Mindset Theory, which highlights how belief systems influence individual performance (Dweck, 2006), and Transformational Leadership Theory, which examines the capacity of leaders to inspire and motivate their followers (Bass, 1985). These theoretical frameworks were the foundation for assessing how mindset impacts leadership and organizational dynamics.

In addition to conducting a literature review, qualitative data was gathered through semi-structured interviews with organizational leaders. These interviews examined how a leader's mindset influences their leadership style, decision-making processes, and capacity to inspire and motivate teams. To further enrich this research, questionnaires were distributed to a broader employee base to gauge their perceptions of leadership behaviours and the extent to which mindset-driven leadership shapes the organizational culture. These tools were built upon established leadership theories, such as the Leader-Member Exchange Theory, which explores the dynamics of leader-follower relationships. The combination of interviews and surveys provided a thorough understanding of how leaders' mindsets translate into observable behaviours in the workplace.

Employee feedback was crucial in evaluating the effectiveness of leadership driven by mindset. Insights from employees highlighted their perceptions and acceptance of various leadership styles shaped by mindset within the organization. This feedback shed light on the difficulties leaders faced when adjusting to new leadership methods, enhancing the understanding of the relationship between mindset and leadership results. To gather this data, validated tools such as the Job Satisfaction Survey were employed to measure job satisfaction, employee engagement, and leadership effectiveness. By incorporating these perspectives, the research evaluated the alignment between leadership mindset and organizational expectations and its impact on employee morale and performance.

Additionally, a workshop was designed and conducted to raise awareness among business owners and managers regarding the significance of mindset in leadership and organizational development. This workshop emphasized on practical strategies for fostering a growth-oriented mindset in leadership, drawing on findings from positive psychology and organizational behaviour research (Cameron and Spreitzer, 2011). A comprehensive 6-week training program was also introduced, providing a framework for developing mindset-related leadership skills. Before-and-after data was collected to examin the impact of this training on leadership behaviour, employee engagement, and overall organizational performance. The program was based on the principles of experiential learning, allowing leaders to face real-time challenges and explore new strategies for integrating a growth mindset into their leadership techniques.

Ultimately, this research aims to develop effective strategies for cultivating a positive work environment, driving organizational development, enhancing employee engagement. By highlighting the significance of mindset in leadership, the study sought to establish a framework that encourages a growth mindset, thereby fostering adaptability, innovation, and sustainable success within organizations. This contribution assisted

businesses in nurturing leaders who can promote a resilient and growth-oriented organizational culture, paving the way for long-term success and a brighter future.

3.2 Operationalization of Theoretical Constructs

Operationalization refers to defining theoretical concepts in measurable terms to facilitate empirical investigation. Through specific, measurable indicators, this study operationalized essential theoretical constructs such as mindset, leadership behaviour, and organizational development. This section details how these constructs were translated into research variables for data collection and analysis.

3.2.1 Mindset

The concept of mindset, primarily grounded in Carol Dweck's Growth Mindset Theory (Dweck, 2006), will be operationalized by categorizing individuals into 2 main types: growth mindset and fixed mindset. This classification was based on participants' responses to a validated Mindset Assessment Inventory (Dweck, 1999). The inventory measures agreement with statements related to beliefs about intelligence, talent, and abilities. For example, growth mindset statements included "I believe intelligence can be developed." In contrast, fixed mindset statements included "You have a certain amount of intelligence, and you cannot do much to change it."

Additionally, leaders' mindsets were evaluated using similar instruments but contextualized within leadership roles. For instance, the Leadership Mindset Scale (Murphy and Johnson, 2011) assessd whether leaders believe that leadership capabilities are static or developable. These tools not only allowed the mindset variable to be quantified and analyzed for its influence on leadership effectiveness and organizational outcomes, but also provide practical insights for leadership development and organizational improvement.

3.2.2 Leadership Behaviour

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Leadership behaviour was operationalized through self-reports, employee feedback, and observational measures. Grounded in Transformational Leadership Theory (Bass, 1985), key behaviours such as vision-setting, inspiration, and individualized consideration were assessed using the Multifactor Leadership Questionnaire (MLQ) made by Avolio and Bass (1999). This questionnaire featured items like "My leader instils pride in me for being associated with them" and "My leader talks optimistically about the future." The MLQ was widely recognized as reliable for evaluating transformational leadership behaviours (Avolio and Bass, 2004).

Leadership behavior was assessed through employee feedback using the Leader-Member Exchange (LMX) Scale, measuring the quality of leader-subordinate relationships. This approach examined how a leader's mindset impacts their behavior and relationships with team members. Feedback was gathered through structured surveys and semi-structured interviews, yielding quantitative and qualitative insights into leadership behaviour.

3.2.3 Organizational Development

Organizational development was assessed through multiple dimensions, including employee engagement, innovation capacity, and organizational adaptability. Drawing on Organizational Development Theory, key metrics such as the Employee Engagement Survey evaluated how leadership behaviours, shaped by mindset, influence employee motivation and engagement levels. The survey incorporated statements like "I am enthusiastic about my job" and "At my work, I feel bursting with energy," thereby quantifying engagement.

Additionally, the study encompassed organizational learning and innovation metrics, utilizing tools such as the Organizational Learning Capacity Scale (Dweck, 2007). This scale assessed ability of the organization to learn, adapt, and innovate as a result of

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leadership-driven initiatives. Furthermore, variables such as employee turnover rates and innovation performance were gathered from organizational records to evaluate the impact of leadership on broader organizational development.

3.2.4 Linking Constructs to Outcomes

The interconnection between mindset, leadership behaviour, and organizational development was examined by investigating how a growth-oriented mindset in leaders affects their leadership behaviours, subsequently influencing organizational outcomes. Research by Dweck (2007) has established that mindset plays a significant role in performance and adaptability in individual and group settings. Correlating leaders' mindset scores empirically tested this relationship with assessments of their leadership behaviours and subsequent organizational performance indicators, including employee engagement, innovation rates, and overall organizational development.

This study sought to highlight the significance of mindset in leadership and organizational development by putting these concepts into practice with dependable, validated measurement tools and connecting them to quantifiable results. By utilizing various data sources, such as self-evaluations, employee input, and metrics on organizational performance, a thorough examination of the link between mindset and organizational results was conducted.

3.3 Research Design

The research delves into the significant influence of mindset on leadership behaviours and the growth trajectory of Micro, Small, and Medium Enterprises (MSMEs). Employing a mixed-methods research design, the study intricately weaves qualitative and quantitative approaches, offering a nuanced and thorough topic analysis.

Focusing specifically on MSMEs in India, the study acknowledges the unique challenges these enterprises face, such as limited resources and the pressing need for scalable and adaptive leadership solutions tailored to their context.

A central theme of this research is the urgent need to understand how mindset can enhance leadership effectiveness, particularly within the MSME sector's dynamic and often challenging landscape. By integrating growth mindset principles into leadership training, the research aims to provide practical and actionable insights that can benefit leaders and policymakers, ultimately leading to improved organizational outcomes.

Central to the research was a comprehensive 6-week leadership training program designed to implement and evaluate mindset interventions. Evaluations were conducted before and after the training to measure changes in leadership behaviours and overall organizational performance.

The primary participants in this research included both leaders and employees. For the leaders, semi-structured interviews served as a vital tool, offering rich, qualitative insights into their decision-making processes, motivation strategies, and leadership styles. A subset of these leaders also participated in a survey focused on mindset issues, and many engaged in training workshops to foster a growth mindset.

Employees were also crucial to the research, with surveys conducted to gather their perceptions regarding various aspects of leadership behaviour, organizational culture, job satisfaction, and engagement levels. Some of these employees also participated in the training/workshops, contributing to a more holistic understanding of the leadership landscape.

The mixed-methods approach of the study was structured around three key components:

1. Qualitative Research: Semi-structured interviews provided in-depth insights into leaders' mindset-driven behaviours, providing a narrative context for the quantitative data.

2. Quantitative Research: The research employed validated survey tools, such as the Multifactor Leadership Questionnaire (MLQ) and Job Satisfaction Survey, to capture numerical data for rigorous statistical analysis.

3. Longitudinal Aspect: The 6-week training program explicitly aimed at cultivating a growth mindset in leaders, and it was accompanied by pre and post training evaluations to measure its impacts over time.

Several vital implications arise from the study's findings:

- For Leaders: The results emphasize adopting a growth mindset to enhance decision-making, adaptability, and team motivation.

- For Organizations: Implementing mindset-oriented training programs has the potential to significantly elevate leadership efficacy and organizational development, especially within the MSME sector.

- For Policymakers: The study furnishes evidence-based recommendations for integrating mindset development into leadership training initiatives, ultimately aiming to bolster the resilience and competitiveness of MSMEs.

By leveraging a mixed-methods design, the research enabled triangulation of results; quantitative data from surveys effectively corroborated qualitative insights drawn from interviews. This multifaceted approach reinforced the validity of the findings, providing a robust framework for understanding the interplay between mindset and leadership within MSMEs.

The study utilized a mixed-methods approach combining qualitative and quantitative research strategies to examine how mindset influences leadership behaviours and organizational development. This method was selected to explore the topic

comprehensively, presenting various viewpoints on how mindset affects leadership effectiveness. As per the research proposal, employing a mixed-methods design allowed for triangulation, where qualitative insights gathered from interviews are corroborated with quantitative data obtained from surveys, thereby strengthening the validity of the results.

3.3.1 Qualitative Research

Leaders from diverse organizations were interviewed semi-structured. These discussions concentrated on the impact of leaders' mindsets on their decision-making, team motivation, and leadership approaches. The interviews utilized a flexible framework to enable leaders to express their experiences and viewpoints while covering essential aspects of mindset-driven leadership behaviours. This qualitative method was crucial for understanding the complexities and subtleties of leadership behaviour, especially regarding how growth and fixed mindsets influence leaders' actions in real-life situations.

3.3.2 Quantitative Research

Surveys were distributed among more employees to supplement the qualitative data and gather quantitative information regarding their views on leadership behaviours and the organization's culture. The surveys utilized established instruments, including the Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass, 1999) and the Job Satisfaction Survey (Spector, 1985), to ensure the reliability and validity of measuring leadership actions, employee satisfaction, and levels of engagement. This quantitative information facilitated statistical analyses, such as correlation and regression, to determine the strength of the relationships between leadership mindset, behaviour, and organizational outcomes.

3.3.3 Longitudinal Aspect

An essential aspect of the study's structure was a 6-week leadership training program to foster a growth mindset in leaders. Evaluations occured before and after the

training to assess changes in leadership behaviours and organizational performance, facilitating an assessment of the direct effects of mindset development on leadership effectiveness.

3.3.4 Justification for the Mixed-Methods Approach

The mixed-methods approach, which combines quantitative and qualitative research methods, is particularly well-suited for this study because it addresses the multifaceted nature of mindset, leadership behaviours, and organizational development in SMEs. While quantitative methods provide the numerical data needed to test hypotheses and establish generalizable patterns, qualitative methods offer a deeper understanding of contextual and behavioural nuances. Together, these approaches create a holistic framework for exploring the research problem.

- Strengths of Quantitative Methods in the Study

Quantitative methods allow for systematically measuring key variables such as growth mindset (GMS), fixed mindset (FMS), leadership effectiveness, and organizational outcomes. Supported by validated scales, surveys yield numerical data that can be analyzed statistically to identify patterns, relationships, and predictive models.

Objective Measurement: Quantitative analysis ensures that the influence of mindset on leadership effectiveness is tested unbiased and replicable. For instance, regression analysis reveals the specific predictive power of GMS on leadership behaviours.

Generalizability: By collecting data from a broad sample of leaders and organizations, the quantitative component enables findings to be generalized to the SME population in India.

Comparison Across Groups: Statistical tests such as ANOVA and t-tests facilitate comparisons across demographic categories, providing insights into how mindset interventions may vary in effectiveness by age, gender, or experience level.

- Strengths of Qualitative Methods in the Study

Qualitative methods, mainly semi-structured interviews with leaders and business owners, complement the numerical data by uncovering participants' lived experiences and perspectives. These methods offer rich, detailed insights into the practical application of mindset principles and SMEs' challenges.

Contextual Understanding: Interviews capture the complexities of adopting growth mindset principles in SMEs, such as resource constraints and cultural resistance, which need to be more easily quantified.

Behavioural Insights: Qualitative data reveal how leaders perceive and enact growth mindset practices, shedding light on the emotional, cognitive, and relational aspects of leadership.

Exploration of Unanticipated Themes: Open-ended questions allow for the emergence of new themes, such as the specific challenges faced during high-pressure situations, enriching the overall analysis.

- Complementarity of Quantitative and Qualitative Approaches

The integration of quantitative and qualitative methods ensures that the study benefits from the strengths of both approaches:

Validation of Findings: Quantitative data provides statistical validity, while qualitative insights explain the underlying reasons for observed trends, ensuring a robust interpretation of results. For example, regression analysis may reveal that GMS significantly predicts leadership effectiveness, while interviews elucidate how leaders implement growth mindset principles in practice.

Depth and Breadth: Quantitative methods offer breadth by capturing patterns across a large sample, while qualitative methods provide depth by delving into individual experiences and contextual nuances.

Rich Contextualization: The qualitative data contextualizes the quantitative findings, addressing why specific mindset interventions work better in SMEs than large organizations.

Triangulation: Using multiple methods increases the credibility of the results by cross-verifying findings from different sources. For instance, survey results on mindset and leadership effectiveness can corroborate with leaders' interview narratives.

Practical Implications: The combination of approaches allows for actionable recommendations tailored to statistical trends and practical challenges, ensuring relevance for SME stakeholders.

The mixed-methods approach is essential for this study because it combines the strengths of quantitative rigour and qualitative depth. Quantitative methods establish measurable relationships and generalizable patterns, while qualitative methods provide a deeper understanding of mindset application's contextual and behavioural aspects in leadership and organizational development. Together, they form a comprehensive and complementary strategy to address the research objectives effectively, particularly within the complex and dynamic context of SMEs in India.

3.4 Influence of Mindset on Positive Learning Attitudes and Behaviours

This study aimed to thoroughly explore how an individual's mindset, whether growth or fixed, influences their attitude toward learning and adaptive behaviour in both personal and professional settings. To achieve this, a quantitative research methodology was adopted, which allowed for statistical measurement of the relationship between mindset and learning behaviours.

3.4.1 Data Collection and Participants

The primary data for this objective was collected through a structured survey distributed to a sample size of **589 participants**. The survey was designed to collect various

aspects of learning attitudes and mindset orientations using validated psychometric scales. The participants were selected through a purposive sampling technique, ensuring that a diverse demography in terms of age, gender, and professional background was included to represent a broad range of learning environments. This helped ensure that the data collected could provide insights into different professional and personal contexts where learning attitudes might be influenced by mindset.

The **survey instrument** used in the data collection included several scales measuring the core constructs. For the **mindset** variable, Carol Dweck's *Mindset Assessment Inventory* (1999) was employed to categorize respondents into either possessing a **growth mindset (GMS)** or a **fixed mindset (FMS)**. Respondents were asked to specify their agreement with a series of statements that reflected their beliefs about learning and intelligence, such as "I believe that I can significantly improve my intelligence with effort" (indicative of a growth mindset) versus "I think intelligence is a fixed trait" (indicative of a fixed mindset).

For measuring the **positive learning attitude** variable, a customized scale, labelled **POSATTITUDE**, was developed. This scale measured participants' openness to new learning opportunities, persistence in facing challenges, and resilience in adapting to failures. Questions on this scale included statements like "I enjoy learning new things even when they are difficult" and "When I fail, I see it as an opportunity to improve."

3.4.2 Statistical Approach and Regression Model

To analyze the collected data and determine the relationship between mindset and positive learning attitudes, a **multiple regression analysis** was conducted. The regression model sought to establish how much of the variance in the **positive learning attitude (POSATTITUDE)** could be explained by participants' growth or fixed mindset orientations. The following regression equation was utilized to quantify this relationship:

POSATTITUDE=$A+B_1$(FMS)+B_2(GMS)+e

Where:

- **POSATTITUDE** is the dependent variable representing a positive learning attitude.

- **FMS** (Fixed Mindset) and **GMS** (Growth Mindset) are the separate variables.

- **A** is the intercept, and **B_1** and **B_2** represent the coefficients for the fixed and growth mindset respectively, indicating their relative contributions to explaining the variation in positive learning attitudes.

- **e** is the error term capturing any unexplained variation.

The regression model was run using **SPSS** statistical software, which allowed for the computation of both the strength and significance of these relationships.

3.4.3 To investigate the impact of mindset on learning attitude and leadership regression model

Regression analysis is a set of statistical methods used to estimate the relationships between a dependent variable (the outcome) and one or more independent variables (predictors). Its goal is to predict values of the continuous dependent variable based on specific independent variable values (Zikmund, 2005, p. 556). Multiple regression analysis builds on bivariate regression by allowing the examination of multiple independent variables simultaneously with one dependent variable. The general regression model is formulated as:

$Y = a + \beta_1 X_1 + \beta_2 X_2 +$--- $\beta_n X_n$

Y= Dependent variable

X_i = Independent variables

a= Intercept

β_i = Slope of the line

Following variables have been identified as outcome (dependent) and regressors (independent) variables.

Dependent Variables: learning attitude/ behaviour and leadership has been measured on 5 Point Likert Scale (continuous variables)

Independent Variable: Mindset (growth and fixed), measured through surveys on 5 Point Likert Scale (continuous variables)

Proposed linear Models

POSATTITUDE = A+B1(FMS)+B2(GMS)

NEGATTITUDE = A+B1(FMS)+B2(GMS)

LEDERSHIP= A+B1(FMS)+B2(GMS)

3.5 Investigating Leadership Mindset Impact on Followers and Organizational Development

The research focused on how a leader's mindset, whether fixed or growth-oriented, affected their ability to inspire, motivate, and effectively lead their followers. The methodology adopted for this objective relied heavily on both quantitative and qualitative approaches to understand the nuanced ways that a leader's mindset impacts leadership behaviours and employee outcomes.

3.5.1 Data Collection and Participant Selection

The data for this objective were collected through surveys administered to both leaders and their employees. The leaders were evaluated based on their own self-assessment of leadership effectiveness and mindset orientation, while employees provided feedback on their perceptions of the leaders' motivational abilities and effectiveness in inspiring their teams. The sample consisted of **589 participants**, including both leaders and employees across various organizations.

The **survey instrument** was designed to measure both the **mindset** of the leaders and their **leadership effectiveness**. For measuring the leaders' mindset, the same *Mindset Assessment Inventory* (Dweck, 1999) was used. Leaders were asked to self-report on their beliefs about their leadership potential, with questions like "I believe my leadership abilities can grow with time and effort" versus "I think some people are born leaders, and others are not."

Leadership effectiveness was measured using the **Multifactor Leadership Questionnaire (MLQ)**, a well-validated tool developed by Avolio and Bass (1999). This instrument included items that assessed transformational leadership behaviours, such as inspiring followers with a vision, motivating them to achieve goals, and considering individual followers' needs. It also measured the leaders' ability to inspire trust, build relationships, and foster collaboration among team members.

3.5.2 Statistical Approach and Regression Model

A regression analysis test was performed to examine the effect of leaders' mindsets (growth and fixed) on their **leadership effectiveness**, specifically their ability to motivate followers. The model used for this analysis was:

$$LEADERSHIP = A + B_1(FMS) + B_2(GMS) + e$$

Where:

- **LEADERSHIP** represents leadership effectiveness.
- **FMS** and **GMS** are the independent variables representing fixed and growth mindsets, respectively.
- **A** is the intercept, and **B_1** and **B_2** are the coefficients that quantify the effect of each mindset on leadership outcomes.
- **e** is the error term.

This model aimed to test the hypothesis that leaders with a **growth mindset** are more effective at motivating and inspiring their followers, while those with a **fixed mindset** may face challenges in these areas.

3.5.3 Qualitative Insights

Qualitative data was gathered through open-ended survey responses and semi-structured interviews with selected leaders. The interviews provided deeper insights into how leaders perceive their mindsets impacting their leadership practices. Leaders with a growth mindset frequently emphasized the importance of lifelong learning, adaptability, and the willingness to take calculated risks. These leaders expressed a strong belief in their followers' potential for growth and saw their role as facilitators of that development. Conversely, leaders with a fixed mindset expressed more deterministic views about their own leadership abilities and those of their followers, often attributing success or failure to innate talent rather than effort and adaptability.

Employees who worked under growth-mindset leaders reported feeling more motivated and supported, with many noting that their leaders encouraged them to push beyond their comfort zones and embrace challenges as learning opportunities. These qualitative insights corroborated the quantitative findings, further illustrating the positive impact of a growth mindset on leadership effectiveness.

3.5.4 To analyse the awareness interest and importance of learning Mindset

To know the awareness, interest, importance of learning mindset among the respondent several questions were asked related to these and captured the response on categorical scale (i.e. dichotomous) as the data is on discrete form therefore the analysis has been done through non parametric testing i.e. Chi Square test and graphical representation . The Chi-Square Test of Independence assesses if there is a relationship between categorical variables, essentially determining if the variables are independent or

linked. This test employs a contingency table to evaluate the data. A contingency table, which can also be referred to as a cross-tabulation, crosstab, or two-way table, organizes data based on two categorical variables. The categories for one variable are listed in the rows, while the categories for the other variable are arranged in the columns. Each variable should consist of two or more categories. Each cell reflects the total count of cases for a specific pair of categories.

- **Variables**

Awareness captured as Yes/No/Not Sure (categorical data)

Interested in learning mindset captured as Yes/No/Not Sure (categorical data)

Importance of learning mindset captured as Yes/No/Not Sure (categorical data)

Change in Leadership captured as Yes/No/Not Sure (categorical data)

3.6 Analyze post-workshop interview feedback to extract key insights

To fulfill the objective of analyzing post-workshop interview feedback, a comprehensive qualitative research methodology was adopted. This methodology was designed to gather rich, in-depth insights from the participants who had undergone mindset training workshops. The feedback collected post-workshop provided valuable qualitative data, enabling the research team to extract key themes and insights related to how participants perceived the training's impact on their leadership behaviours, learning attitudes, and overall mindset transformation.

3.6.1 Data Collection Process

Semi-Structured Interviews: The primary method of collecting data for this objective was semi-structured interviews. After completing the 6-week mindset training workshop, leaders and employees who participated in the training were invited to provide feedback through in-depth interviews. The semi-structured format was selected for its flexibility, allowing participants to openly express their experiences while ensuring that key areas of

interest were covered systematically. The interviews focused on gathering insights into the following key areas:

- Perceived changes in mindset: Participants were asked to reflect on whether they noticed any shift in their growth or fixed mindset as a result of the training.

- Impact on leadership behaviours: Questions explored how the training influenced participants' ability to inspire and motivate their teams, and whether there was any observable change in leadership styles.

- Challenges and barriers: Participants were encouraged to share any challenges they faced in adopting the new approaches or mindset concepts introduced during the training.

- Effect on organizational outcomes: Finally, the interviews aimed to identify whether the mindset shifts had any noticeable impact on team performance, employee engagement, and overall organizational development.

The interview questions were crafted based on previous literature on mindset and leadership, incorporating insights from Dweck's Growth Mindset Theory (Dweck, 2006) and Transformational Leadership Theory (Bass, 1985). This ensured that the data gathered would be aligned with the study's theoretical frameworks.

3.6.2 Sample and Participant Selection

The sample for this phase of the research was drawn from the participants who completed the mindset training workshop. A purposive sampling strategy was employed to ensure that a diverse range of participants was included in the interviews. This included:

- Leaders at various levels (middle management, senior executives) to provide insights into how the training influenced leadership behaviours across organizational hierarchies.

- Employees who directly reported to leaders who participated in the training to gather feedback on observable changes in leadership styles and team dynamics.

- Post workshop/training feedback was gather from 65 participants who had undergone the workshop/training.

- A total of 12 interviews were conducted, with leaders/business owners selected to ensure diversity in terms of gender, industry, and professional experience. This sample size was deemed sufficient for qualitative saturation, ensuring that no new themes emerged after conducting a critical number of interviews.

3.6.3 Data Analysis

The Chi-Square Test of Independence evaluates the relationship between categorical variables to see if they are independent or associated. It uses a contingency table, which organizes data with one variable's categories in rows and another's in columns, with each variable having two or more categories. The following steps were undertaken to analyze the interview data:

- Initial coding: Each interview transcript was reviewed, and initial codes were generated to capture recurring ideas and sentiments. For example, codes such as "mindset shift," "leadership transformation," "employee motivation," and "challenges in adoption" were assigned to relevant portions of the text.

- Development of themes: After coding the transcripts, related codes were grouped to form broader themes. Key themes that emerged included "positive changes in leadership behaviours," "resistance to change," "increased awareness of growth mindset," and "impact on organizational culture."

- Identification of sub-themes: For each major theme, sub-themes were identified to capture more granular insights. For instance, under the theme "positive changes in

leadership behaviours," sub-themes such as "improved communication," "greater resilience," and "better team collaboration" were extracted.

- Inter-rater reliability: To ensure the reliability of the coding process, a second researcher reviewed a subset of the transcripts, and the coding was compared for consistency. This inter-rater reliability check helped minimize researcher bias and ensured that the findings were valid and reproducible.

3.6.4 Key Insights Extracted from the Analysis

The thematic analysis of the post-workshop interviews revealed several key insights regarding the impact of the mindset training on participants:

- Positive Changes in Leadership Behaviours:
  - Many participants reported significant improvements in their leadership behaviours following the training. Leaders with a growth mindset were more likely to embrace challenges, persist in the face of setbacks, and encourage their teams to adopt a similar attitude. They reported better communication with their teams and a more collaborative leadership style.
  - Some participants highlighted an increase in transformational leadership behaviours, such as motivating their teams with a shared vision and fostering an environment of continuous improvement. This aligns with Bass's (1985) Transformational Leadership Theory, which emphasizes the role of leaders in inspiring followers to exceed expectations through motivation and vision-setting.

- Increased Awareness and Adoption of Growth Mindset:
  - Participants expressed greater awareness of the importance of mindset in both personal and professional growth. Many acknowledged that prior to

the training, they had a limited understanding of how a growth mindset could impact their leadership effectiveness.

- o Participants also reported that the training had made them more open to feedback, with several leaders noting that they now actively sought feedback from their teams as a way to improve their leadership practices. This reflected the central tenet of Dweck's (2006) Growth Mindset Theory, which posits that individuals with a growth mindset are more receptive to feedback and view it as an opportunity for learning and development.

- Challenges in Adopting New Mindset Approaches:
  - o While many participants reported positive changes, some also mentioned challenges in fully adopting the growth mindset. For example, a few leaders admitted that they struggled to consistently apply the new approaches in high-pressure situations, where they reverted to more fixed-mindset behaviours.
  - o Additionally, a small group of participants noted resistance from their teams, particularly when trying to implement more collaborative decision-making processes. This suggested that while the leaders themselves may have embraced the growth mindset, there can be cultural or structural barriers within the organization that impede its full adoption.

- Impact on Organizational Outcomes:
  - o Several leaders observed positive changes in team performance and employee engagement following the training. Teams led by growth-minded leaders were described as more motivated, more willing to take on challenging tasks, and more open to experimenting with new ideas. This

reflected the idea that leadership behaviours shaped by a growth mindset can contribute to a more innovative and adaptable organizational culture.

o However, some participants noted that the full impact of the mindset shift on organizational outcomes might take more time to materialize, particularly in larger organizations where cultural changes can be slow.

3.6.5 Assessment of how the conducted training program influenced the leaders is done through Independent Sample T test and ANOVA

- **Independent Variables**

In table 2 Age, gender, experience as leaders, marital status, education (categorical Scale).

Table 2
Taken Independent Variable and values

Independent Variable	Levels
Age	18-30, 31-45, 46-60, Above 60
Gender	Male, Female
Education	Bachelor, Masters
Marital Status	Married, Unmarried
Experience as Leaders	Below 5 Years, 5-10 years, Above 10 years

- **Dependent Variable**

Impact of Workshop through structured questionnaire. The response of the leaders has been captured on 5 point Likert scale (continuous data)

The independent sample t test has been used to understand the impact of workshop among the leaders with two levels of gender, education and marital status. The analysis produces the following table 3.

Table 3
Independent t-test Organization

The T-test summary table generated through SPSS takes the following form:	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed										
Equal variances not assumed										

The columns labeled "Levene's Test for Equality of Variances" tell whether an assumption of the t-test has been met. The t-test assumes that the variability of each group is approximately equal. If that assumption isn't met, then a special form of the t-test should be used. Look at the column labelled "Sig." under the heading "Levene's Test for Equality of Variances". If this value is less than or equal to α level for the test (usually .05), then null hypothesis is rejected, implying that the variances are unequal. If the p value is less than or equal to the α level, then we should use the bottom row of the output (the row labelled "Equal variances not assumed.") If the p value is greater than your α level, then we should use the middle row of the output (the row labelled "Equal variances assumed."). The column labelled "t" gives the observed or calculates t value. The column labelled "df" gives the degrees of freedom associated with the t test. The column labelled "Sig. (2-

tailed)" gives the two-tailed p value associated with the test. If $p \leq \alpha$, then null hypothesis is rejected.

The ANOVA test is often referred to as the F-test. It is basically the core of ANOVA analysis. It is the tool that calculates the variance within each group and the variance between each group. This ultimately provides the F-statistics that allow you to determine if the differences obtained are statistically significant. The F-statistic, accompanied by a p-value, becomes compass in ANOVA. If the p-value is below a predetermined level (usually 0.05), it can be concluded that there are differences among the groups. Here One Way Analysis of variance has been used to understand the impact of workshop among the leaders with more than two levels of age and experience as leaders. The analysis produces the following table 4.

Table 4
Analysis tabular format

The ANOVA summary table generated through SPSS takes the following form:	Sum of Squares	df	Mean Square	F	Sig.
Between Groups					
Within Groups					
Total					

The analysis compares the mean value of impact among all the levels of age and experience as leaders. It calculates the variation between the groups and within the groups.

3.7 Approach for Prototype Model to Cultivate Growth Mindset
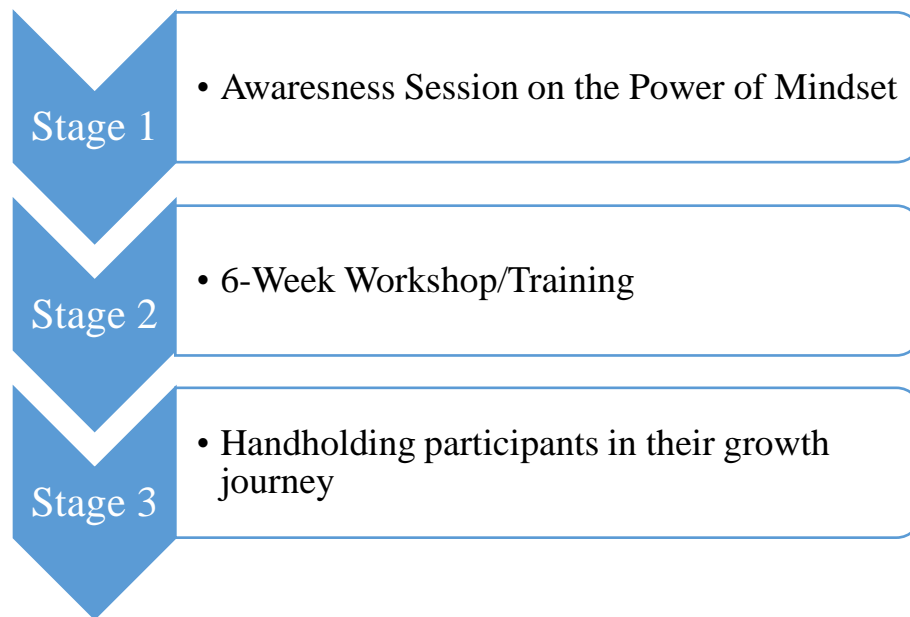
Figure 3 Stages in Prototype Model to Cultivate Growth Mindset

3.7.1 Stage 1: Conducting an Awareness session on the Power of Mindset

1. A 2-hour session was conducted to create interest and awareness on "The Power of Mindset" from figure 3.

2. The program was called – ***"Ignite your Inner Power: The TEA of your Life"***

3. This was an interactive & experiential session which helped them understand the concept and connect it to their lives.

4. Topics covered were:

   ➢ The secret behind our behaviours

   ➢ What triggers our emotions and feeling?

   ➢ Exploring thoughts and their origin

   ➢ What are beliefs, types of beliefs and how do we develop them.

   ➢ Practical ways to enhance our belief system

   ➢ What is Mindset and types of mindsets

   ➢ Introduction to Growth Mindset

   ➢ 5 Techniques to Ignite Your Inner Power

   ➢ Interesting Facts

3.7.2 Stage 2: Conducting the 6- Week Workshop/Training program

Below figure 4 illustrates the time line for conducting the 6-week Workshop/Training program

Week 1	Know your Human Brain (Module 1)
Week 2	Understand Your Mind (Module 2)
Week 3	Power of Belief (Module 3)
Week 4	Growth and Fixed Mindset (Module 4)
Week 5	Leadership and Culture (Module 5)
Week 6	Practical Application (Module 6)
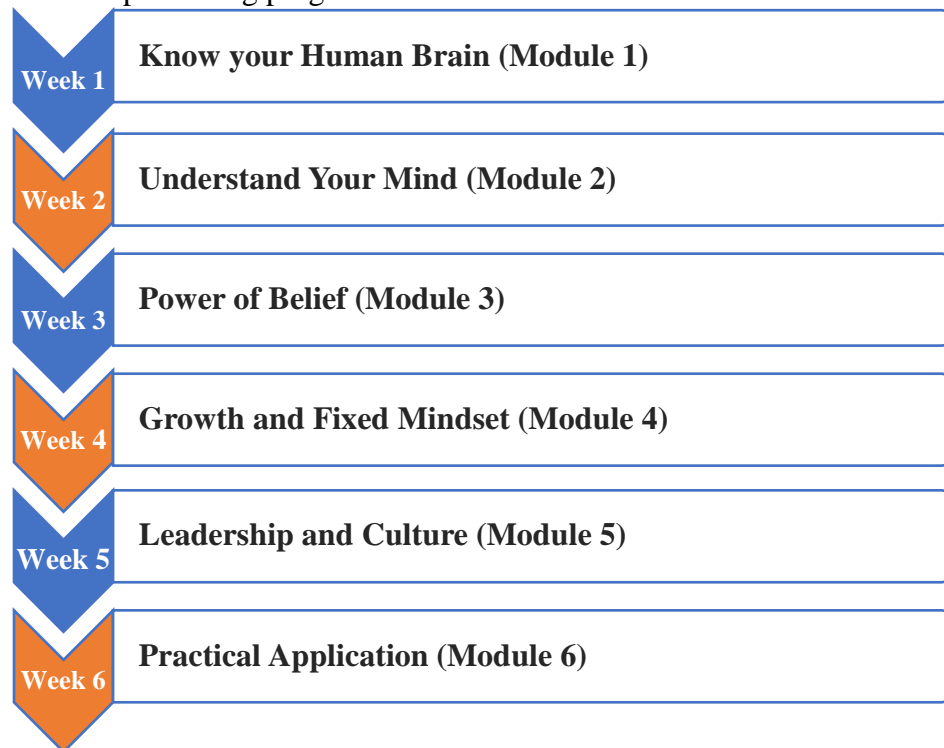
Figure 4 Organization of Workshop Timeline

The Prototype Model that was used during this research is as follows:

Week 1 – Know your Human Brain (Module 1)

➢ Get to know the structure and functions of the human brain

➢ The 3 functional layers of human brain - Reptilian Brain, Limbic System, and Cerebral Cortex.

➢ Know how each brain layer influences human behaviour and emotions.

➢ Understand the evolutionary significance of each brain layer.

➢ Identifying how these brain layers influence modern-day behaviours and decision-making.

➢ Techniques to handle Fight-Flight-Freeze situations and more

Week 2 – Understanding Your Mind (Module 2)

- ➢ Understanding the Mind: Gain Comprehensive understanding about human mind
- ➢ Role and importance of the mind: Understand the crucial role the mind plays in our lives
- ➢ Types of minds - Differentiate between the conscious and subconscious mind
- ➢ Power of subconscious mind
- ➢ Techniques to unleash the power of subconscious mind
- ➢ Practical exercises to harness the power of subconscious mind in daily life

Week 3 – The Power of Belief (Module 3)

- ➢ Understanding belief system and how they are formed
- ➢ Identify the different levels of belief systems and types of beliefs
- ➢ Understanding and recognizing the role of beliefs in shaping our lives
- ➢ Recognising and overcoming limiting beliefs
- ➢ Practical exercises to identify and replace limiting beliefs with empowering beliefs
- ➢ Cultivate an empowering belief system for personal and professional growth

Week 4 – Growth Mindset and Fixed Mindset (Module 4)

- ➢ Types of Mindsets and its effects on productivity and achievements
- ➢ Strategies to cultivate growth mindset
- ➢ Embracing challenges and seeking efforts as a path to grow
- ➢ Adopting lifelong learning mindset
- ➢ Embracing feedback and constructive criticism as a tool for improvement
- ➢ Applying growth mindset principles to real-life scenarios

Week 5 – Leadership and Culture (Module 5)

- ➢ Leading with growth Mindset: empowering others and fostering innovation.
- ➢ Creating a culture of growth mindset within teams and organisation
- ➢ Handling setbacks and failures
- ➢ Implementing mindset principles in organisations
- ➢ Overcoming barriers and promoting mindset change
- ➢ Case studies: Successful mindset shifts - Group discussions

Week 6 - Practical Application (Module 6)

- Applying growth mindset principles to real-life scenarios.
- Analysing case studies of individuals and organisations that have successfully embraced a growth mindset.
- Group and 1on1 discussions
- Developing action plans for personal and professional growth.

3.7.3 Stage 3: Handholding the participants in their growth journey / Handholding: Supporting Growth Journey
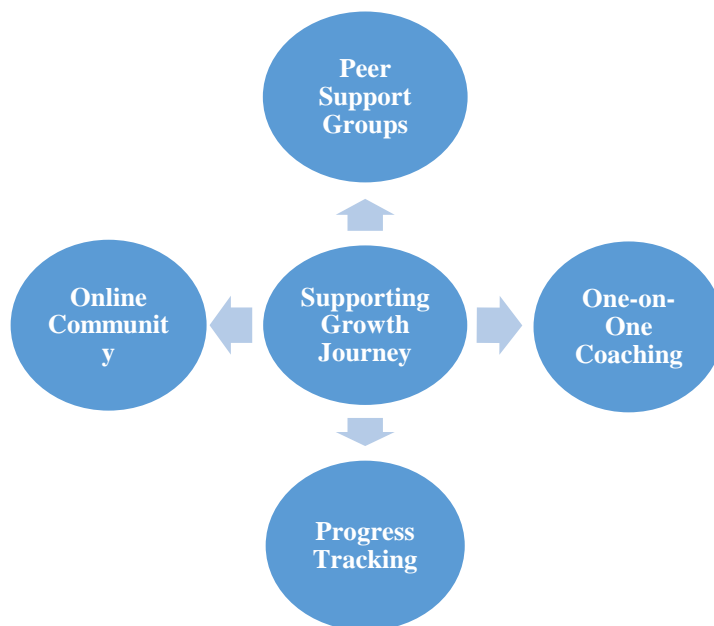
Figure 5 Handholding: Supporting Growth Journey

This activity focuses on providing ongoing support and guidance to participants as they integrate their learning into daily life in figure 5. This crucial phase ensures that the transformation initiated during the workshop continues long after the formal program ends.

1. **Peer Support Groups**

Participants are organized into small groups for regular check-ins, sharing experiences, and mutual encouragement.

2. **One-on-One Coaching**

Individual sessions with trained coaches to address personal challenges and refine growth strategies.

3. **Progress Tracking**

Personalized tools and metrics to monitor mindset shifts and celebrate milestones in the growth journey.

4. **Online Community**

A dedicated platform for sharing resources, asking questions, and connecting with fellow growth-minded individuals.

This comprehensive support system ensures that participants have the resources and encouragement needed to overcome obstacles and maintain their commitment to personal growth.

- **Measuring Success and Long-Term Impact**

The effectiveness of the Growth Mindset program is measured through a combination of quantitative and qualitative assessments. These evaluations not only track individual progress but also provide valuable insights for continuous improvement of the course.

Quantitative Measures

- Pre and post-course mindset assessments
- Goal achievement metrics
- Participation rates in ongoing activities

Qualitative Feedback

- Personal growth narratives
- 360-degree feedback from peers and mentors
- Long-term success stories

3.8 Population and Sample

The population for this study consisted of organizational leaders and employees across various industries who participated in a mindset training workshop. The focus was on capturing feedback from leaders who had undergone the 6-week growth mindset training and employees who worked directly under these leaders. The sample was divided

into two key groups: leaders at different hierarchical levels (middle managers, senior executives) and employees who provided feedback on how leadership behaviours influenced their engagement and organizational performance.

A purposive sampling strategy was employed to ensure the inclusion of participants who were most relevant to the research objectives. This approach allowed for the selection of leaders who had completed the mindset training and employees who could provide meaningful insights into the changes observed in leadership behaviours. The study targeted organizations from diverse industries, including technology, real estate, healthcare, manufacturing, consulting, finance, and education, to capture a wide range of experiences.

In total, the sample comprised of 589 participants, including 100 leaders and 489 employees from different departments within the selected organizations. This sample size ensured that the study had enough power to analyze the relationships between mindset, leadership behaviours, and organizational outcomes, while also providing a broad perspective on how mindset transformation impacts various sectors.

The population for this study consists of leaders, aspiring leaders, and employees working in start-ups and micrro, small and medium-sized enterprises (MSMEs) in India. SMEs are defined in accordance with the Ministry of Micro, Small, and Medium Enterprises (MSME), which categorizes enterprises based on their investment in plant and machinery or equipment and turnover. Start-ups, as defined by the Department for Promotion of Industry and Internal Trade (DPIIT), include organizations less than 10 years old with annual turnover not exceeding INR 100 crore, focusing on innovation, development, or improvement of products or services.

These organizations were chosen due to their unique challenges and opportunities:

Resource Constraints: SMEs often operate with limited financial and human resources, making leadership and team dynamics critical for success.

Flat Hierarchies: The proximity of leaders to their teams allows for direct observation of the impact of mindset and leadership behaviors.

Dynamic Environments: Start-ups and SMEs operate in fast-changing environments, requiring adaptability and innovation, both of which are influenced by leadership mindsets.

- The target population includes:

Business Owners and CEOs: Decision-makers who directly influence organizational culture and strategy.

Managers and Team Leads: Middle management responsible for implementing leadership practices and driving team performance.

Employees: Team members whose engagement and motivation are directly affected by leadership behaviors.

- Sampling Strategy

1. Sampling Technique

A purposive sampling method was employed to select participants who could provide relevant and insightful data on the research objectives. Purposive sampling ensures that the sample includes individuals and organizations with firsthand experience in leadership and organizational development within the MSME and start-up sectors.

In addition, stratified sampling was used to ensure diversity in terms of:

Industry Sectors: Participants were drawn from industries such as IT, manufacturing, services, real estate, education, and consulting to capture cross-sectoral insights.

Demographics: The sample included participants of varying ages, genders, and marital statuses to analyze differences in mindset impacts across demographic groups.

Leadership Levels: Both senior leaders (e.g., CEOs, business owners) and mid-level managers (e.g., team leads) were included to assess mindset application across organizational hierarchies.

2. Sample Size

- The sample size consisted of:

Quantitative Component: Surveys were administered to 150 participants, ensuring a statistically sufficient sample for regression analysis, correlation studies, and group comparisons. This number was determined using Cochran's formula to ensure representativeness within the start-up and SME population in India.

Qualitative Component: Semi-structured interviews were conducted with 20 participants, including 10 business owners/CEOs and 10 managers, to provide in-depth perspectives on leadership behaviors and mindset implementation.

The sampling strategy provides a robust basis for understanding the influence of mindset on leadership behaviors and organizational outcomes in SMEs and start-ups. The diverse sample ensures that findings are applicable across industries and organizational levels, while the mix of quantitative and qualitative data enhances the validity and depth of the study. Future research could expand the sample size further to include SMEs from rural or underrepresented sectors for broader generalizability.

3.9 Participant Selection

The participant selection process was guided by the need to include leaders who had participated in the mindset training workshop and employees who reported directly to these leaders. Purposive sampling was used to identify leaders who had completed the 6-week mindset training, as these individuals were central to assessing the impact of mindset on leadership behaviours.

Leaders were selected based on their roles within the organization, ensuring representation from middle management and senior leadership positions. The inclusion of leaders from different levels allowed for a comprehensive analysis of how mindset influences leadership behaviours across the organizational hierarchy.

Employees were selected from the same organizations as the participating leaders. The selection criteria focused on employees who had worked directly under the leaders who had undergone mindset training. This allowed the study to assess whether the changes in leadership behaviour were observable and impactful at the team level. Employee participants were chosen to ensure diversity in terms of gender, experience, and job function, ensuring a holistic view of leadership impact.

The total sample included a mix of organizational sizes, from small businesses to large enterprises, ensuring that the findings would be applicable across different organizational contexts.

3.9.1 Baises Possibilities for Participants

The dissertation includes 589 participants and 65 participants who underwent mindset training, as well as 12 interviews with leaders and business owners. While this broad sample offers valuable insights, potential biases may arise from the following:

- Training Participants: The subset of 65 individuals who took part in mindset training may represent a self-selected group more open to mindset trainings, potentially skewing the findings toward favorable outcomes.

- Interview Participants: The 12 interviews focus on leaders and business owner, which may not fully represent the perspectives of leader at other organizations.

While the study acknowledges potential biases in participant selection, self-reporting, and data interpretation, robust mitigation measures were implemented to

enhance the reliability and generalizability of findings. The diverse sample of 589 participants, 65 training attendees, and 12 interviewees provided a balanced mix of quantitative and qualitative data, offering a comprehensive analysis of mindset's impact on leadership and organizational outcomes. These efforts ensure the study's conclusions are well-founded and representative of the MSME context.

3.10 Instrumentation

To measure the key variables of mindset, leadership effectiveness, and organizational outcomes, a combination of validated psychometric instruments and customized questionnaires were used.

- Mindset Assessment Inventory (Dweck, 1999): This validated tool was used to measure leaders' growth and fixed mindsets. It assessed participants' beliefs about intelligence, talent, and leadership ability. Leaders responded to statements such as "I believe leadership abilities can grow through effort and learning" (growth mindset) and "Leadership abilities are innate and cannot be significantly developed" (fixed mindset). The inventory helped classify participants into growth or fixed mindset categories.

- Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 1999): This tool measured leadership behaviours, focusing on transformational and transactional leadership. It assessed leaders' ability to inspire, motivate, and consider the individual needs of their team members. Participants responded to items such as "My leader instills pride in me for being associated with them" and "My leader talks optimistically about the future."

- Job Satisfaction Survey: This survey measured employee satisfaction, engagement, and perceptions of leadership effectiveness. It included questions about the work environment, leadership support, and employee motivation. Items such as "I feel

motivated to do my best at work" and "My leader encourages personal growth and development" were used to assess leadership impact on employee engagement.

- Post-Workshop Interview Guide: For the qualitative aspect, a semi-structured interview guide was developed to gather feedback from leaders and employees after the mindset workshop. Questions focused on changes in leadership behaviours, challenges in adopting a growth mindset, and the perceived impact on team performance.

Each instrument was selected for its reliability and validity in measuring leadership behaviours, mindset, and organizational outcomes.

3.10.1 Justification for Used Instruments

The research is done on the data collected by different instruments

1. Mindset, behavior/action and leadership with different mindset have been assessed through various statements. The responses were recorded on five point likert scale (5-Strongly Agree, 4-Agree, 3 Neutral, 2-Disagree,1-Strongly Disagree) to know the extent of agreement and disagreement of the asked statements. To capture the level of conceptual understanding and awareness of mindset certain questions were asked responses have been captured on dichotomous form.

2. To know the effect of mindset workshop conducted for the leaders, a separate instrument was administered. The statements were asked related to post workshop improvement in their belief and action. The responses were recorded on five point likert scale (5-Strongly Agree, 4-Agree, 3 Neutral, 2-Disagree,1-Strongly Disagree) to know the extent of agreement and disagreement of the asked statements. Some open ended questions were also asked to provide freedom to respondents to show their actual feeling in their own words.

3. In the qualitative survey, leaders were asked about the changes after attending the workshop and perceive importance of mindset in their job role as well as personal lives. The interview questions were focused to get the deeper understanding and insights of the respondent's experience as such interviews provides much more flexibility to express.

3.11 Data Collection Procedures

Data was collected through a combination of surveys, semi-structured interviews, and pre- and post-training evaluations. These procedures were designed to capture both quantitative and qualitative insights into how mindset influences leadership behaviours and organizational development.

- Surveys: Both leaders and employees were surveyed using the Mindset Assessment Inventory, Multifactor Leadership Questionnaire (MLQ), and Job Satisfaction Survey. Surveys were distributed electronically through platforms like Google Survey, ensuring broad and efficient data collection. Leaders completed the mindset assessment and MLQ, while employees completed the Job Satisfaction Survey to provide feedback on leadership behaviours and engagement levels.

- Semi-Structured Interviews: After completing the 6-week mindset training, semi-structured interviews were conducted with leaders and selected employees. Interviews were conducted either in-person or via video calls, depending on participant availability. Each interview lasted approximately 45-60 minutes and focused on participants' perceptions of how the training impacted leadership behaviours and organizational outcomes. The interviews provided qualitative data that complemented the survey findings.

- Pre- and Post-Training Evaluations: Leaders were evaluated both before and after the 6-week mindset training program. Pre-training evaluations measured their initial mindset orientation and leadership behaviours, while post-training

evaluations assessed any changes in mindset and leadership effectiveness. These evaluations allowed for a longitudinal analysis of how mindset transformation influenced leadership outcomes over time.

3.12 Data Analysis

The data analysis process involved both quantitative and qualitative techniques, ensuring a comprehensive understanding of the impact of mindset on leadership behaviours and organizational outcomes.

- Quantitative Analysis: The survey data were analyzed using SPSS statistical software. Descriptive statistics were calculated to provide an overview of the participants' mindset orientations, leadership behaviours, and employee engagement levels. Correlation and regression analyses were performed to assess the relationships between mindset (growth and fixed), leadership effectiveness, and organizational outcomes. Specifically, regression models were used to determine the impact of mindset on positive learning attitudes and leadership effectiveness .

  o The proposed regression models took the following form:

  $POSATTITUDE=A+B_1(FMS)+B_2(GMS)+$e

  $NEGATTITUDE = A+B_1(FMS)+B_2(GMS)+$e

  $LEADERSHIP= A+B_1(FMS)+B_2(GMS)+$e

  o In both models, positive attitude towards learning and leadership effectiveness were dependent variables, while growth mindset (GMS) and fixed mindset (FMS) were independent variables. The analysis aimed to quantify how mindset orientations influenced learning attitudes and leadership behaviours.

- Qualitative Analysis: The interview data were analyzed using thematic coding via NVivo software. Thematic analysis allowed for the identification of key themes

related to changes in leadership behaviours, challenges in adopting a growth mindset, and the perceived impact on team dynamics. Each interview transcript was coded to identify recurring patterns, such as "improved communication," "greater team collaboration," and "resistance to mindset change." These themes provided deeper insights into how leaders and employees perceived the effectiveness of the mindset training.

- Triangulation: To enhance the validity of the findings, triangulation was employed by comparing quantitative survey results with qualitative interview data. This helped ensure that the insights from the interviews aligned with the survey findings, providing a more holistic understanding of the research questions.

3.12.1 Statistical Tests Applied

Using Pearson's correlation coefficient, correlation analysis was conducted to examine the strength and direction of relationships between key variables. This analysis revealed significant positive correlations between growth mindset (GMS) and leadership metrics such as effectiveness and innovation. In contrast, fixed mindset (FMS) demonstrated weaker or negative associations with team engagement and organizational outcomes.

Multiple linear regression models were utilized to explore further the mindset's predictive power on leadership and organizational outcomes. The regression model isolated the effects of GMS and FMS on leadership effectiveness, with findings indicating that GMS was a significant positive predictor (B = 0.741, t = 18.213, $p < 0.05$). Conversely, FMS showed no significant influence on leadership outcomes (B = -0.035, t = -1.152, $p > 0.05$). This analysis provided a deeper understanding of how specific mindset attributes contribute to leadership success.

Analysis of variance (ANOVA) was conducted to evaluate differences in the impact of mindset training programs across various demographic groups, such as age, gender, and marital status. While the training positively influenced all groups, the results showed that younger employees (18–30 years) and married individuals experienced slightly higher impacts. These findings emphasize the importance of tailoring mindset interventions to address the unique needs of specific demographic groups.

Finally, independent sample t-tests were performed to compare mindset scores and leadership effectiveness across binary categories, such as gender and marital status. The results indicated no significant differences between male and female participants, suggesting that mindset training is universally applicable. However, a significant difference was observed between married and unmarried participants, with married individuals experiencing more significant positive impacts ($t = -1.884$, $p = 0.046$).

3.13 Research Design Limitations

Despite the comprehensive nature of this study, several limitations must be acknowledged. One limitation is the reliance on self-reported data, which may be subject to social desirability bias. Participants, particularly leaders, may have provided answers that reflect what they believe is expected of them, rather than their true behaviours or attitudes. This could lead to an overestimation of the positive impact of mindset training.

Another limitation is the short duration of the 6-week training program. While post-training evaluations provided insights into immediate changes in mindset and leadership behaviours, the long-term impact of mindset transformation may take longer to manifest. A longer follow-up period would have allowed for a more thorough analysis of the lasting effects of the training.

The use of purposive sampling also limits the generalizability of the findings. The study focused on leaders and employees from specific organizations that were willing to

participate, which may not represent the broader population of organizations. This limits the ability to generalize the findings to different industries or regions.

Finally, interview bias may have occurred during the qualitative data collection phase. While efforts were made to ensure neutrality, the interviewer's presence and phrasing of questions may have influenced participants' responses.

3.13.1 Methodology Limitation

1. Participant Selection Bias

The inclusion of 589 participants, 65 training attendees, and 12 interviewees ensures a diverse dataset but introduces potential biases:

Training Participants: The subset of 65 participants who underwent mindset training may represent individuals already inclined toward personal development, which could skew the results toward more favourable outcomes.

Interviewees: The focus on 12 leaders and managers may not adequately capture the perspectives of non-leadership employees, limiting the comprehensiveness of qualitative insights.

2. Reliance on Self-Reported Data

The study heavily relies on surveys and interviews, which are prone to self-reporting bias:

Participants may exaggerate the positive impacts of mindset training or underreport challenges to align with perceived expectations.

Leadership-related responses may reflect aspirational rather than actual behaviours, affecting the authenticity of the findings.

3. Analytical Constraints

Subjectivity in Thematic Analysis: Interpreting qualitative interview data involves subjective judgment, which could lead to researcher bias despite using coding frameworks and inter-coder checks.

Correlational Nature of Analysis: Quantitative techniques like regression and correlation analysis identify relationships but do not establish causation. For instance, while a growth mindset correlates with leadership effectiveness, causal inferences remain limited.

4. Short-Term Focus

The study examines the immediate outcomes of mindset training but lacks longitudinal analysis to evaluate the sustainability of mindset changes over time. This limits the ability to assess whether the observed improvements in leadership and organizational outcomes persist in the long term.

3.14 Conclusion

This chapter outlined the detailed methodology adopted for this study, including the population and sample, participant selection, instrumentation, data collection procedures, data analysis techniques, and research design limitations. A mixed-methods approach was utilized to provide both quantitative and qualitative insights into the impact of mindset on leadership behaviours and organizational development. By combining surveys, semi-structured interviews, and pre- and post-training evaluations, the study aimed to offer a comprehensive understanding of how mindset influences positive learning attitudes, leadership effectiveness, and organizational outcomes. Despite certain limitations, the methodology provided a robust framework for investigating the research objectives, laying the foundation for meaningful conclusions and recommendations.

RESULTS

4.1 Impact of mindset on positive learning attitude and behaviour

How we think about our abilities can significantly affect learning and growth. People with a growth mindset believe they can improve their skills with effort and practice. This thinking helps people stay strong in the face of challenges, keep trying even when things get tough, and be open to learning from their mistakes. On the other hand, a fixed mindset is when people think their abilities are set in stone. This mindset can lead to avoiding challenges, resisting feedback, and losing motivation.

Research shows that having a growth mindset is linked to positive learning habits. People with this mindset are more likely to tackle problems head-on, keep going when things get complicated, and learn from constructive criticism. In contrast, those with a fixed mindset often shy away from tasks and fear failing, which can hold them back from reaching their learning goals.

This research highlights the importance of developing a growth mindset to encourage practical and positive learning experiences. It emphasizes how our mindset can transform our approach to learning and help us maintain a lifelong love of learning.

4.1.1 Proposed Regression Model: POSATTITUDE = A+B1(FMS)+B2(GMS)

Table 5
Descriptive Statistics

	Mean	Std. Deviation	N
POSATTITUDE	4.1768	.72098	589
FMS	2.8301	.78782	589
GMS	4.4791	.58396	589

Table 6
Correlations

		POSATTITUDE	FMS	GMS
Pearson Correlation	POSATTITUDE	1.000	-.058	.602*
	FMS	-.058	1.000	-.033
	GMS	.602	-.033	1.000
Sig. (1-tailed)	POSATTITUDE	.	.080	.000
	FMS	.080	.	.211
	GMS	.000	.211	.
N	POSATTITUDE	589	589	589
	FMS	589	589	589
	GMS	589	589	589

From Table 5 and 6 shows relationship between positive attitude towards learning, fixed mindset (FMS) and growth mindset (GMS). Growth mindset and positive attitude towards learning shows positive relation as r=.602 which is significant at 5 % as p=.00<.05. On the other hand positive attitude toward learning and fixed mindset (FMS) showed very weak negative relation as r= -.058 which is not significant at 5% as p=.080>.05.

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.603ª	.364	.361	.57614	.364	167.400	2	586	.000

a. Predictors: (Constant), GMS, FMS

Table 7 shows R square is .364 which depicts that the model explains 36.4% variation in dependent variable i.e. positive learning which is explained by GMS and FMS.

Table 8
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.132	2	55.566	167.400	.000^b
	Residual	194.514	586	.332		
	Total	305.646	588			

a. Dependent Variable: POSATTITUDE

b. Predictors: (Constant), GMS, FMS

Table 8 shows F=167.4 is significant at 5 % as p=0.00<.05. which reject the hypothesis of non-linearity and therefore the proposed regression model is linear.

Table 9
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.954	.205		4.649	.000
	FMS	-.035	.030	-.038	-1.152	.250
	GMS	.741*	.041	.601	18.213	.000

a. Dependent Variable: POSATTITUDE

Proposed Regression Model

POSATTITUDE = A+B1(FMS)+B2(GMS)

POSATTITUDE = .954 -.035 (FMS) + .741* (GMS)

$t=-1.152 \quad\quad t=18.213$

$p=.25>.05 \quad\quad p=.00<.05$

Table 9, the proposed regression analysis highlights the impact of fixed mindset (FMS) and growth mindset (GMS) on learning attitudes. The findings indicate that individuals with a fixed mindset have a negative but insignificant impact on learning attitudes, as shown by $B_1 = -0.035$, t = -1.152, p = 0.25 > .05. In contrast, individuals with

a growth mindset demonstrate a significant positive impact on learning attitudes, with B_2 = 0.741, t = 18.213, p < .05.

This analysis underscores that individuals with a growth mindset are more inclined to learn new things and adopt a positive attitude, such as embracing challenges, persisting through setbacks, and achieving greater success. Conversely, a fixed mindset is negatively associated with a positive learning attitude, reflecting a limited approach to growth and adaptation.

4.1.2 Proposed Regression Model: NEGATTITUDE = A+B1(FMS)+B2(GMS)

Table 10
Descriptive Statistics

	Mean	Std. Deviation	N
NEGATTITUDE	2.4626	.71434	589
GMS	4.4791	.58396	589
FMS	2.8301	.78782	589

Table 11
Correlations

		NEGATTITUDE	GMS	FMS
Pearson Correlation	NEGATTITUDE	1.000	-.157	.332
	GMS	-.157	1.000	-.033
	FMS	.332	-.033	1.000
Sig. (1-tailed)	NEGATTITUDE	.	.000	.000
	GMS	.000	.	.211
	FMS	.000	.211	.
N	NEGATTITUDE	589	589	589
	GMS	589	589	589

FMS	589	589	589

Table 10 and 11 shows relationship between negative attitude towards learning, fixed mindset (FMS) and growth mindset (GMS). Fixed mindset and negative attitude towards learning shows weak positive relation as r=.332 which is significant at 5 % as p=.00<.05. On the other hand negative attitude toward learning and fixed mindset (FMS) showed very weak negative relation as r= -.157 which is significant at 5% as p=0.00<.05.

Table 12
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.363ª	.131	.128	.666	.131	44.333	2	586	.000

Table 12 shows R square is .131 which depicts that the model explains only 13.1% variation in dependent variable i.e. negative learning attitude which is explained by GMS and FMS.

Table 13
*ANOVA*ª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.432	2	19.716	44.333	.000ᵇ
	Residual	260.611	586	.445		
	Total	300.043	588			

a. Dependent Variable: NEGATTITUDE

b. Predictors: (Constant), FMS, GMS

Table 13 shows F=44.33 is significant at 5 % as p=0.00<.05. which reject the hypothesis of non-linearity and therefore the proposed regression model is linear.

Table 14

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.423	.238		10.199	.000
	GMS	-.179	.047	-.146	-3.789	.000
	FMS	.297	.035	.327	8.490	.000

a. Dependent Variable: NEGATTITUDE

Proposed Regression Model

NEGATTITUDE = A+B1(FMS)+B2(GMS)

NEGATTITUDE = 2.423 + .297* (FMS) - .179* (GMS)

$$t=8.490 \qquad t= -3.789$$

$$p=.00<.05 \qquad p=.00<.05$$

Table 14, the proposed regression line depicts the impact of fixed mindset (FMS) and growth mindset (GMS) on negative learning attitudes. The results reveal that individuals with a fixed mindset have a significant positive impact on negative learning attitudes, as indicated by $B_1 = 0.297$, t = 8.490, p < .05. Conversely, individuals with a growth mindset exhibit a significant negative impact on negative learning attitudes, with $B_2 = -0.179$, t = -3.789, p < .05.

This analysis suggests that individuals with a fixed mindset are less likely to engage in learning and often display a negative attitude toward it. They tend to experience stress and anger when receiving negative feedback, leading them to avoid accepting it. These individuals prioritize maintaining an image of achievement and thus prefer tasks they excel at while avoiding new challenges.

On the other hand, individuals with a growth mindset are more open to learning and willingly embrace challenges, fostering a positive and adaptive approach to growth.

This methodological approach provided a robust framework for examining how growth and fixed mindsets influence learning attitudes. By combining validated psychometric instruments with advanced statistical techniques, the study offers actionable insights into the role of mindset in shaping attitudes toward learning. The findings are particularly valuable for educators, organizational leaders, and policymakers seeking to foster growth-oriented behaviours in diverse populations. Overall analysis shows that individuals with a growth mindset are more likely to embrace learning and exhibit positive attitudes, such as welcoming challenges, persisting through setbacks, and achieving greater success. In contrast, a fixed mindset is negatively associated with such positive learning behaviours. They tend to experience stress and anger when receiving negative feedback, leading them to avoid accepting it.

4.2 Leader's Mindset Affect Their Ability to Motivate and Inspire Followers

A leadership mindset significantly influences leaders' ability to inspire and motivate their followers, shaping team dynamics, engagement, and overall performance. Leaders with a growth mindset characterized by adaptability, openness to feedback, and a focus on continuous improvement, are likelier to create a positive and empowering environment. Conversely, leaders with a fixed mindset, who may resist change and view abilities as static, often need help to connect with and inspire their teams effectively.

The analysis highlights a robust positive correlation between a growth mindset and effective leadership behaviours ($r = 0.500$, $p < 0.05$), indicating that leaders who adopt a growth-oriented approach are better equipped to motivate their teams and foster collaboration. Regression analysis further demonstrates that a growth mindset significantly impacts leadership effectiveness ($B2 = 0.500$, $t = 13.964$, $p < 0.05$). On the other hand,

fixed mindset traits exhibit a negative and statistically insignificant relationship with leadership outcomes (B1 = -0.025, t = -0.945, p > 0.05).

These findings emphasize the critical role of a leader's mindset in driving team motivation, innovation, and cohesion. By fostering a growth mindset in leaders, organizations can enhance their leadership impact, creating an environment that inspires and supports followers in achieving collective goals. This research underscores the necessity of mindset-focused interventions in leadership development to maximize organizational development.

4.2.1 Proposed Regression Model LEDERSHIP = A+B1(FMS)+B2(GMS)

Table 15
Descriptive Statistics

	Mean	**Std. Deviation**	**N**
LEDERSHIP	4.3330	.58514	589
GMS	4.4791	.58396	589
FMS	2.8301	.78782	589

Table 16
Correlations

		LEDERSHIP	**GMS**	**FMS**
Pearson Correlation	LEDERSHIP	1.000	.500	-.050
	GMS	.500	1.000	-.033
	FMS	-.050	-.033	1.000
Sig. (1-tailed)	LEDERSHIP	.	.000	.111
	GMS	.000	.	.211
	FMS	.111	.211	.
N	LEDERSHIP	589	589	589
	GMS	589	589	589
	FMS	589	589	589

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Table 15 and 16 shows relationship between leadership, fixed mindset (FMS) and growth mindset (GMS). Growth mindset and leadership shows positive relation as r=.500 which is significant at 5% as p=.00<.05. On the other hand leadership and fixed mindset (FMS) showed negative relation as r= -.050 which is not significant at 5% as p=.111>.05.

Table 17
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.502[a]	.252	.249	.50707	.252	98.494	2	586	.000

Table 17 shows R square is .252, which depicts that the model explain 25.2 % variation in dependent variable i.e. leadership which is explained by GMS and FMS.

Table 18
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.649	2	25.325	98.494	.000[b]
	Residual	150.673	586	.257		
	Total	201.322	588			

a. Dependent Variable: LEDERSHIP

b. Predictors: (Constant), FMS, GMS

Table 18 shows F=98.49 is significant at 5% as p=0.00<.05. which reject the hypothesis of non linearity and therefore the proposed regression model is linear.

Table 19
Coefficients[a]

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Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.163	.181		11.973	.000
	GMS	.500*	.036	.499	13.964	.000
	FMS	-.025	.027	-.034	-.945	.345

a. Dependent Variable: LEDERSHIP

Proposed Regression Model

LEDERSHIP= A+B1(FMS)+B2(GMS)

LEDERSHIP= 2.16 -.025 (FMS) +.500* (GMS)

$$t= -.945 \qquad t=13.964$$

$$p=.345>.05 \qquad p=.00<.05$$

Table 19 The proposed regression line depicts the impact of fixed mindset (FMS) and growth mindset (GMS) on leadership. People with Fixed mindset (FMS) show negative impact on leadership as B2 = -.025 with t = -.945, p=.345>.05 not significant. On the other hand people with growth mindset (GMS) have significant positive impact on leadership as B1 = 0.50 with t = 13.96, p=.00<.05 significant at 5 %.

4.3 Graphical Analysis and Non Paramatric Testing

4.3.1 Frequency Table-TRAINREC

Table 20
TRAINREC

		Frequency	Percent	Valid Percent	Cumulative Percent	Chi-Square	df	Asymp. Sig.
Valid	No	265	45.0	45.0	45.0	5.910*	1	0.015
	Yes	324	55.0	55.0	100.0			
	Total	589	100.0	100.0				

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Table 20 shows the frequency distribution of those who received any kind of human mindset training program. The result shows that 55% of employees received certain training program on human mindset and 45% did not receive any specific training for the same. Chi square value is 5.910 which is significant at 5 % as p=.015<.05. Therefore hypothesis claiming uniform distribution of training program received is rejected also by graph in figure 6.
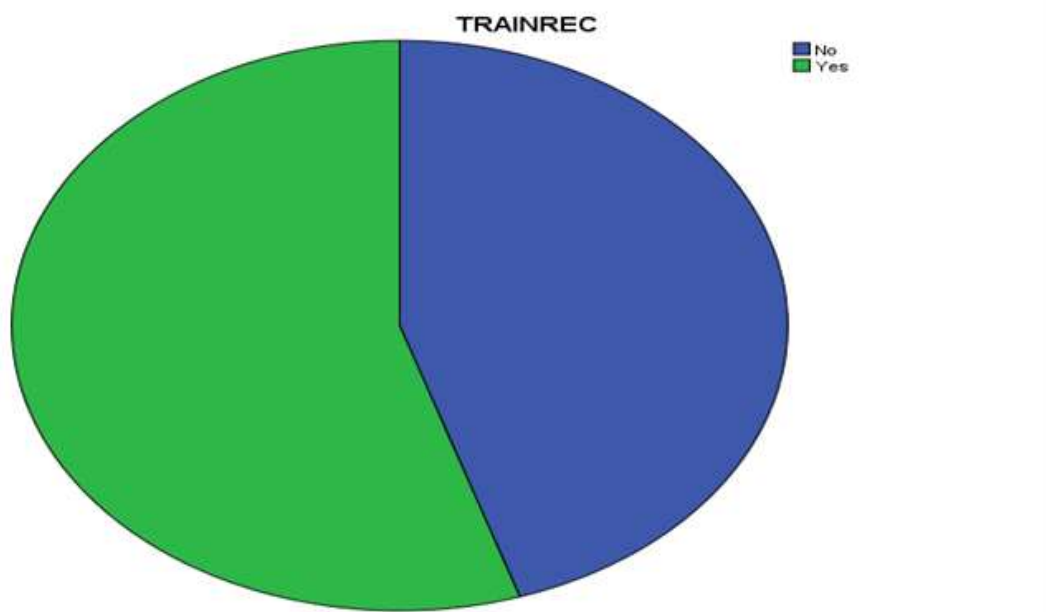
Figure 6 Pie Chart: Training Received

Table 21
TRAININFLUENCE

		Freque ncy	Perce nt	Valid Perce nt	Cumulati ve Percent	Chi- Squar e	df	Asymp. Sig.
Vali d	No	46	7.8	7.8	7.8	212.4 5*	2	0.002
	Not Sure	209	35.5	35.5	43.3			
	Yes	334	56.7	56.7	100.0			

Total	589	100.0	100.0

Table 21 shows the frequency distribution of those who believe that attending /undergoing the growth mindset training influenced leader's leadership style. The result shows that 56.7% employees agreed upon the influence of such training on leadership. While 35.5% are not sure about the influence and only 7.8 % experienced no influence of such training program on human mindset. Chi square value is 212.45 which is significant at 5 % as p=0.00<.05. Therefore hypothesis claiming uniform distribution of training program influence is rejected in figure 7.
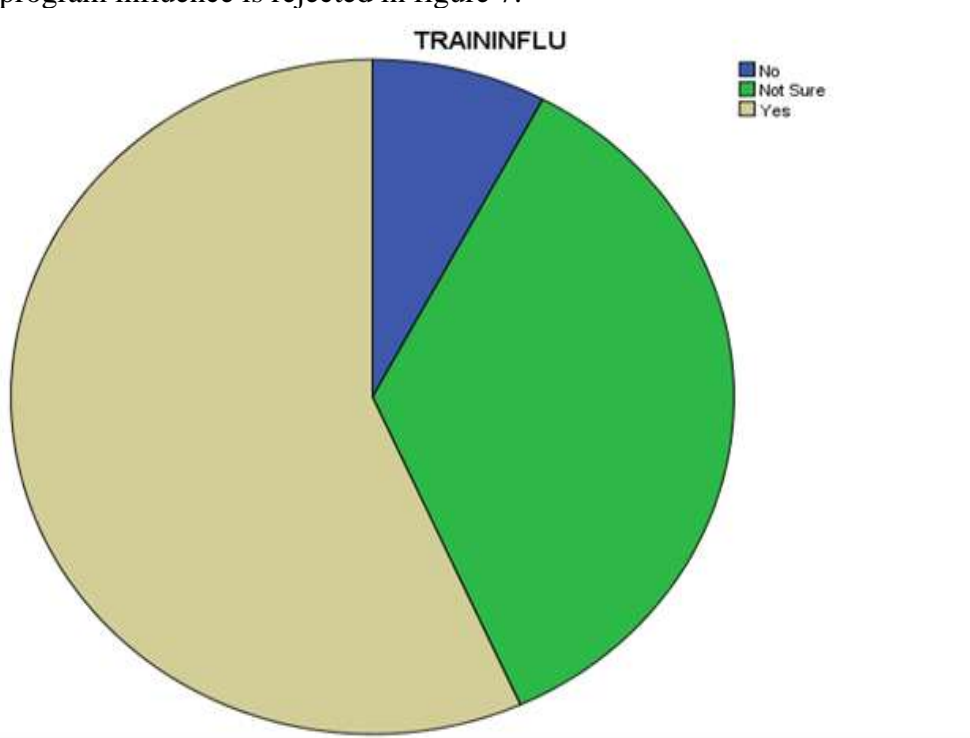
Figure 7 Pic Chart: Training Influence

Table 22
CHNGLEADER

	Freq uency	Perc ent	Valid Percent	Cumula tive Percent	Chi- Square	df	Asymp. Sig.
No	99	16.8	16.8	16.8	154.893 *	2	0.00

V ali d	Not Sure	155	26.3	26.3	43.1			
	Yes	335	56.9	56.9	100.0			
	Total	589	100.0	100.0				

Table 22 shows the frequency distribution of employees who experienced change in leader's mindset. The result shows that 56.9% employees experienced change in leader's mindset after such training. While 26.3% are not sure about any change in leader and only 16.8 % experienced no change in leadership of a leader's mindset. Chi square value is 154.89 which is significant at 5 % as p=0.00<.05. Therefore hypothesis claiming uniform distribution of change in leadership is rejected also in figure 8.
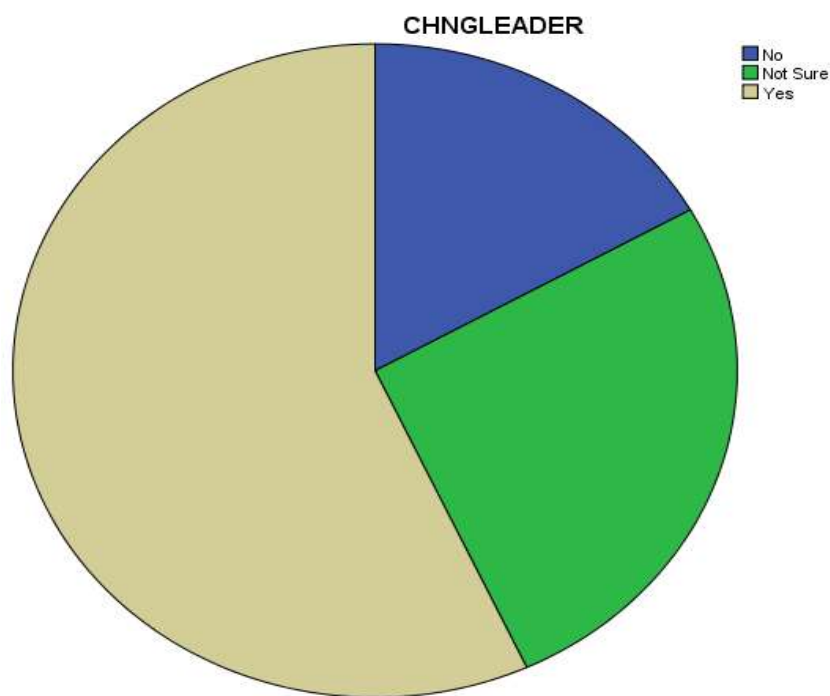
Figure 8 Pie Chart: Change Leader
Table 23
Frequency Table AWARENESS

	Frequency	Percent	Valid Percent	Cumulative Percent	Chi-Square	df	Asymp. Sig.

Val id	No	58	9.8	9.8	9.8	456.390*	2	0.00
	Not Sure	91	15.4	15.4	25.3			
	Yes	440	74.7	74.7	100.0			
	Total	589	100.0	100.0				

Table 23 shows the frequency distribution of employees who are aware of the role, the human Mindset plays in our lives. The result shows that 74.7% employees are aware of the importance of mindset in our lives. While 15.4 % are not sure about the importance of mindset and only 9.8% employee are unaware of the concept. Chi square value is 456.39 which is significant at 5 % as p=0.00<.05. Therefore hypothesis claiming uniform distribution of the role, the Human Mindset plays in our lives is rejected in figure 9.
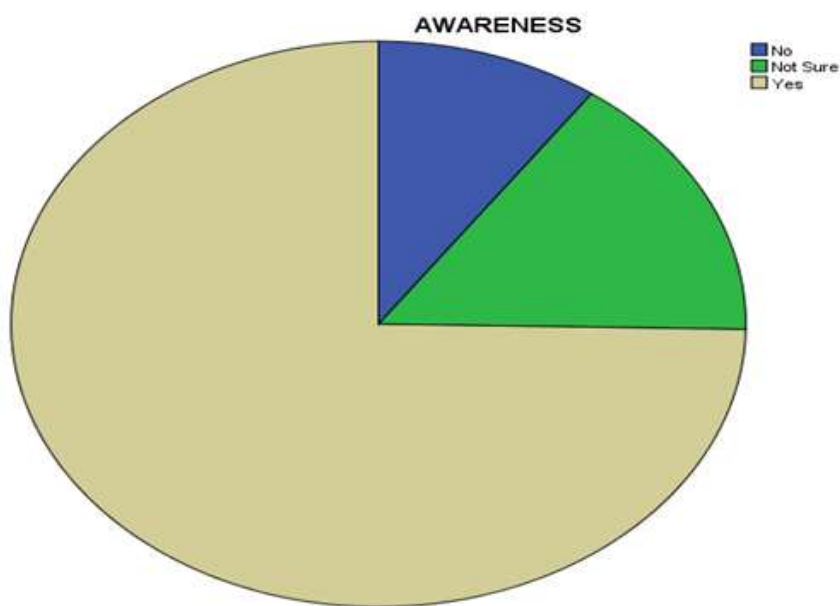
Figure 9 Pie Chart: Awareness

Table 24
Frequency Table for employees who have been taught concept of human mindset and its importance in life during school and college education

		Freq uenc y	Perc ent	Valid Percent	Cumulat ive Percent	Chi-Square	df	Asymp. Sig.
Vali d	No	352	59.8	59.8	59.8	201.844*	2	0.00
	Not Sure	78	13.2	13.2	73.0			
	Yes	159	27.0	27.0	100.0			
	Tota l	589	100. 0	100.0				

Table 24 shows the frequency distribution of employees who have been taught concept of human mindset and its importance in life during school and college education. Here results are surprising as 59.8 % employee said that they have not been taught concept of human mindset and its importance in life during school and college education. 27 % employees said they were taught this concept in the school while only 13.2 % are not sure about the same. Chi square value is 201.844 which is significant at 5% as p=0.00<.05. Therefore hypothesis claiming uniform distribution of the human mindset training during school and college days is rejected also shown by graph in figure 10.
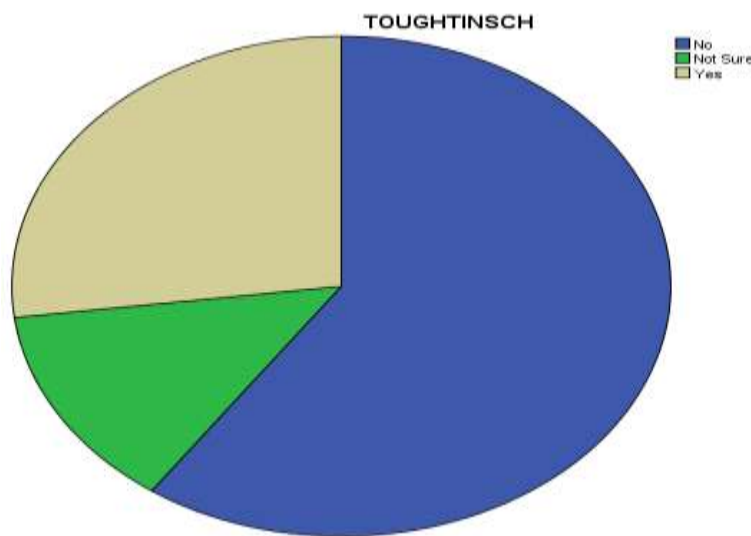
Figure 10 Pie Chart: employees who have been taught concept of Human Mindset and its importance in life during school and college education

Table 25
Change Mindset during Adulthood

		Frequency	Percent	Valid Percent	Cumulative Percent	Chi-Square	df	Asymp. Sig.
Valid	No	42	7.1	7.1	7.1	571.317*	2	0.00
	Not Sure	78	13.2	13.2	20.4			
	Yes	469	79.6	79.6	100.0			
	Total	589	100.0	100.0				

Table 25 shows the frequency distribution of employees who believe that Mindset can be changed, even during adulthood. 79.6 % employees said that they believe that Mindset can be changed, even during adulthood. While only 7.1 % employees believe that human mindset cannot be changed in adulthood. 13.2 % are not sure about the same. Chi square value is 571.31 which is significant at 5 % as p=0.00<.05. Therefore hypothesis claiming uniform distribution of employees who believe that Mindset can be changed, even during adulthood is rejected also by using the figure 11 displays the graph.
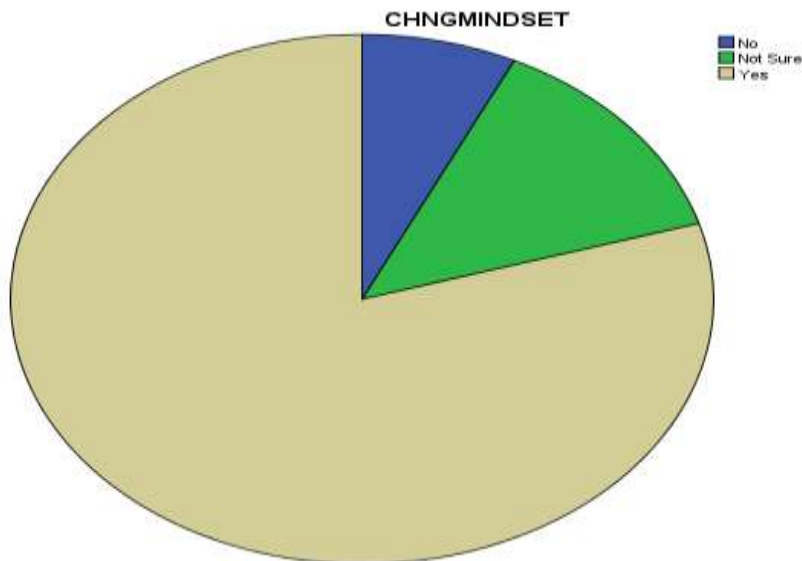
Figure 11 Pie Chart: Change Mindset during Adulthood

Table 26
Table of frequency distribution of employees who have heard the concept of fixed mindset (FMS) and growth mindset (GMS)T

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**	Chi-Square	df	Asymp. Sig.
V ali d	No	175	29.7	29.7	29.7	175.633 *	2	0.00
	Not Sure	77	13.1	13.1	42.8			
	Yes	337	57.2	57.2	100.0			
	Total	589	100.0	100.0				

Table 26 shows the frequency distribution of employees who have heard the concept of fixed mindset (FMS) and growth mindset (GMS). 57.2 % employees are aware of the concept of fixed mindset (FMS) and growth mindset (GMS) while 29.7 % are not aware of the same. 13.1 % employees are not sure about the GMS and FMS. Chi square value is 175.63 which is significant at 5 % as p=0.00<.05 in figure 12. Therefore hypothesis claiming uniform distribution of employees who have deep knowledge human mindset and its variations is rejected.
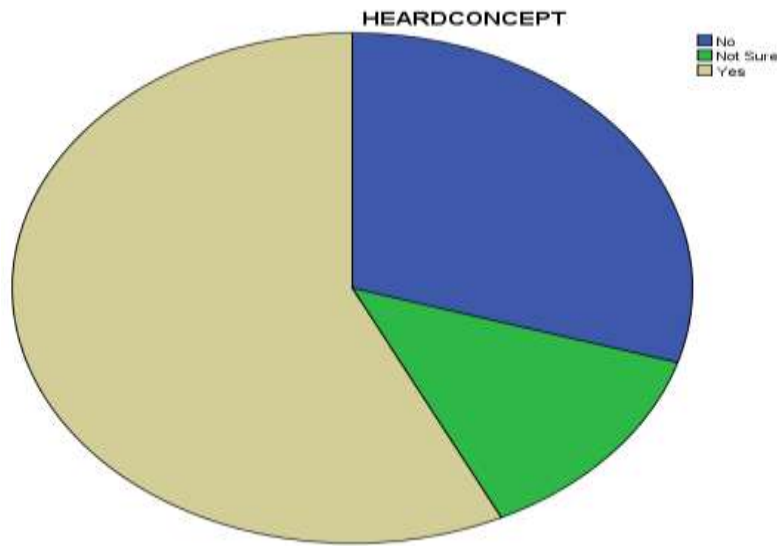
Figure 12 Pie Chart: Distribution of employees who have heard the concept of fixed mindset (FMS) and growth mindset (GMS)
Table 27
Table of frequency distribution of employees who are interested to learn about Human Mindset

		Frequ ency	**Perce nt**	**Valid Percent**	**Cumulati ve Percent**	Chi-Square	df	Asymp. Sig.
Va lid	No	29	4.9	4.9	4.9	601.277*	2	0.00
	Not Sure	85	14.4	14.4	19.4			
	Yes	475	80.6	80.6	100.0			
	Total	589	100.0	100.0				

Table 27 shows the frequency distribution of employees who are interested to learn about Human Mindset, its benefits, and the role it plays in our lives. 80.6 % employees are keen to learn the human mindset and its benefits. 14.4 % are not sure about such training and only 4.9 % employees do not want to attend such training. Chi square value is 601.27 which is significant at 5 % as p=0.00<.05 in figure 13. Therefore hypothesis claiming uniform distribution of interested to learn about Human Mindset, its benefits, and the role it plays in our live is rejected.
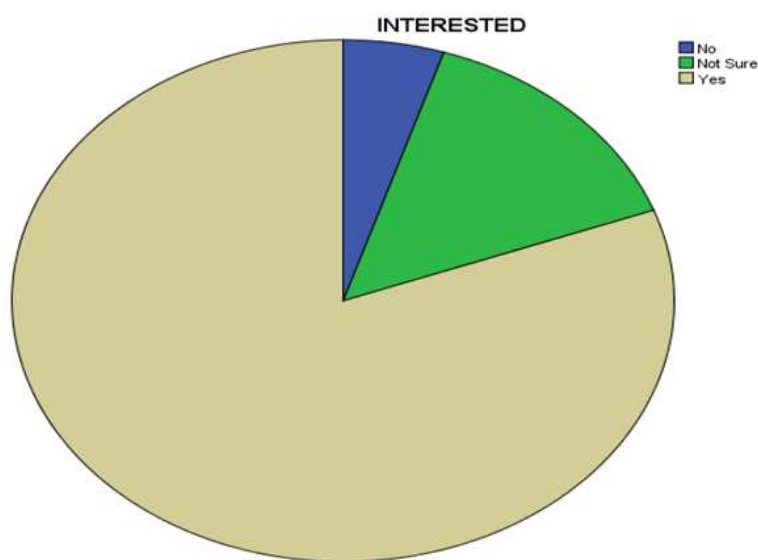
Figure 13 Pie Chart: Distribution of Employees Interested To Learn About Mindset

4.4 Post Workshop Analysis

- H01 The workshop has positive impact across all age group.

Table 28 Descriptives of Post Workshops Impact

Age	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
18-30	8	4.5625	.44269	.15651	4.1924	4.9326
31-45	15	4.5000	.43075	.11122	4.2615	4.7385
46-60	39	4.4936	.62307	.09977	4.2916	4.6955
Above 60	3	4.5000	.08300	.04792	4.2938	4.7062
Total	65	4.5038	.54152	.06717	4.3696	4.6380

Table 29
ANOVA Test Post Workshop Impacts

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	.032	3	.011	.035	.991
Within Groups	18.735	61	.307		
Total	18.767	64			
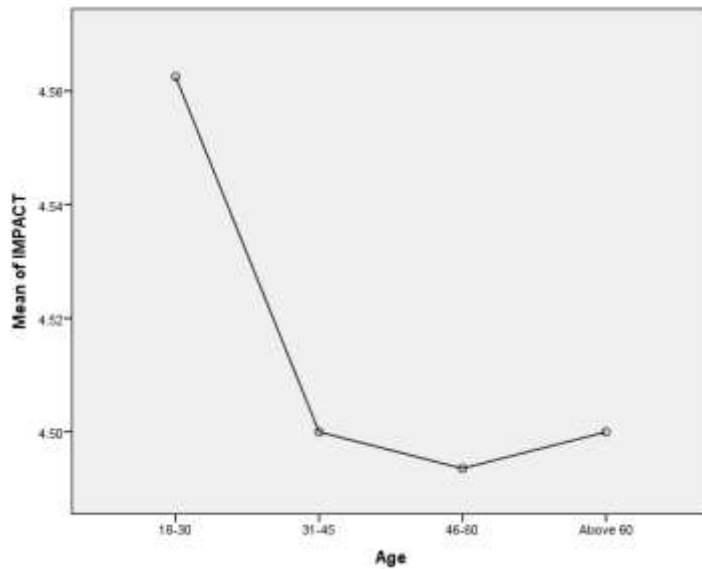
Figure 14 Mean Plot of Impact Post workshop

Table 28 and 29 shows result of one way analysis of variance (ANOVA) between impact of workshop across all the age groups, which shows that there is no significant difference in terms of impact of workshop among all age as F=0.035 is not significant at 5% level as p= 0.991>.05, therefore H01 is accepted. Which depicts that all the age groups experience positive impact on them after attending the workshop in figure 14 also by graph. Although through table 28 it is revealed that employees aged 18-30 experienced more positive impact on them.

- H_{02} The workshop has positive impact on both gender level

Table 30
Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
IMPAC	Male	32	4.5494	.53321	.09426
T	Female	31	4.5511	.42963	.07716

Table 31
Independent Samples Test for Male and Female

	Levene's Test for Equality of		t-test for Equality of Means

		Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
I M P A C T	Equal variances assumed	.027	.870	-.014	61	.989	-.00172	.12223
	Equal variances not assumed			-.014	59.063	.989	-.00172	.12182

Table 30 and 31 shows result of independent sample t test between impact of workshop across both male and female groups, which shows that there is a no significance difference in terms of impact of workshop between them as t=-0.014 is not significant at 5% level as p= 0.989>.05, therefore H_{02} is accepted. Which depicts that both the groups experience positive impact on them after attending the workshop.

- H_{03} The workshop has positive impact on both the educational level.

Table 32
Group Statistics

	Qualification	N	Mean	Std. Deviation	Std. Error Mean
IMPACT	Bachelor	39	4.5128	.51275	.08211
	Master	26	4.4903	.59225	.11615

Table 33
Independent Samples Test for Educational Level

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
IMPACT	Equal variances assumed	.544	.464	.163	63	.871	.02247	.13816

			.158	48.29 4	.875	.02247	.14224
Equal variances not assumed							

Table 32 and 33 shows result of independent sample t test between impact of workshop across both educational i.e. bachelor and master level, which shows that there is a no significance difference in terms of impact of workshop between them as t=-0.163 is not significant at 5% level as p= 0.871>.05, therefore H_{03} is accepted. Which depicts that both the groups experience positive impact on them after attending the workshop.

- H_{04}The workshop has positive impact on both marital status level.

Table 34
Group Statistics

	Marital status	N	Mean	Std. Deviation	Std. Error Mean
IMPAC	Unmarried	12	4.2430	.68123	.19665
T	Married	53	4.5629	.49345	.06778

Table 35
Independent Samples Test for marital status

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
IMPA CT	Equal variances assumed	2.133	.149	- 1.884*	63	.046	-.31989	.16977
	Equal variances not assumed			-1.538	13.728	.147	-.31989	.20801

Table 34 and 35 shows result of independent sample t test between impact of workshop between both married and unmarried employees, which shows that there is a

significance difference in terms of impact of workshop between them as t=-1.884 * is significance at 5% level as p= 0.046<.05, therefore H_{04} is rejected. Which depicts that both the groups experience different impact on them after attending the workshop. Further from table 34 it can be concluded that married employees experience more positive impact than unmarried.

- H_{05} The workshop has positive impact on employees with different work experience levels.

Table 36
Descriptive for Experience level

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Below 5 Years	17	4.2745	.60659	.14712	3.9626	4.5864
5-10 Years	9	4.6111	.42690	.14230	4.2830	4.9393
Above 10 Years	39	4.5790	.51820	.08298	4.4110	4.7470
Total	65	4.5038	.54152	.06717	4.3696	4.6380

Table 37
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.218	2	.609	2.151	.125
Within Groups	17.549	62	.283		
Total	18.767	64			
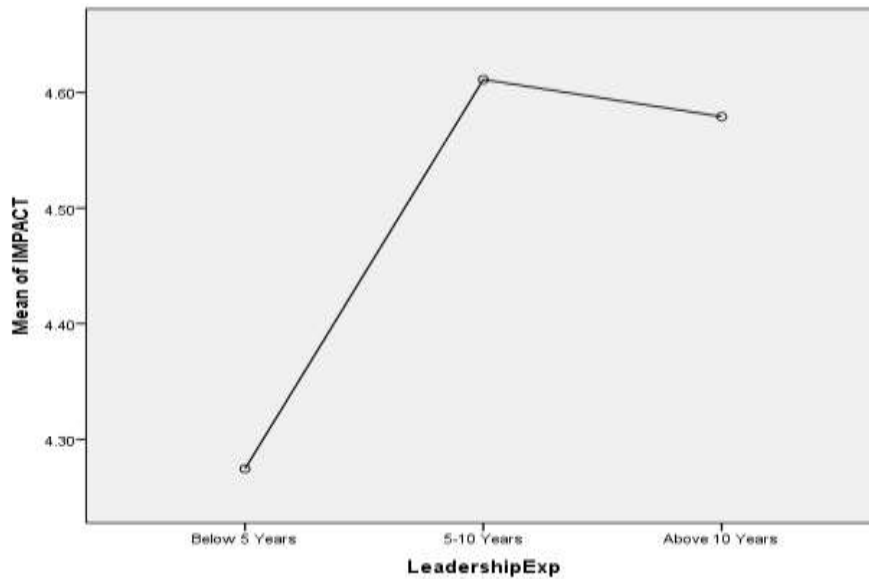
Figure 15 Means Plots Based on Experience

Table 36 and 37 shows result of one way analysis of variance (ANOVA) between impact of workshop on employees with different leadership experience. Which shows that there is a no significance difference in terms of impact of workshop among all experience categories as F=2.15 is not significant at 5% level as p= 0.125>.05, therefore H_{05} is accepted also in figure 15. Which depicts that all the groups experience positive impact on them after attending the workshop. Although through table 36 it is revealed that employees with the leadership experience of 5-10 feel more positive and experienced more positive impact on them.

4.4.1 Frequencies Analysis

Table 38
Are you able to apply growth mindset principles in your daily life?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Partially	3	4.6	4.6	4.6
	Yes	60	92.3	92.3	96.9
	Yes, Partially	2	3.1	3.1	100.0
	Total	65	100.0	100.0	

131
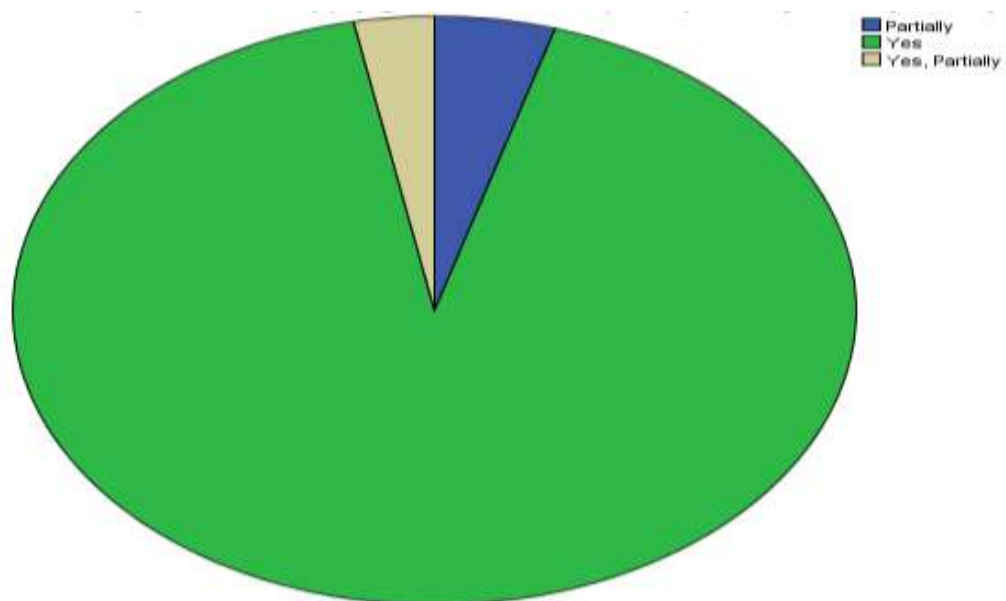
Figure 16 Are you able to apply growth mindset principles in your daily life?

Above table 38 and figure 16 shows Are you able to apply growth mindset principles in your day-to-day life?

Table 39

Do you feel this workshop/course to be useful?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	1.5	1.5	1.5
	Yes	64	98.5	98.5	100.0
	Total	65	100.0	100.0	
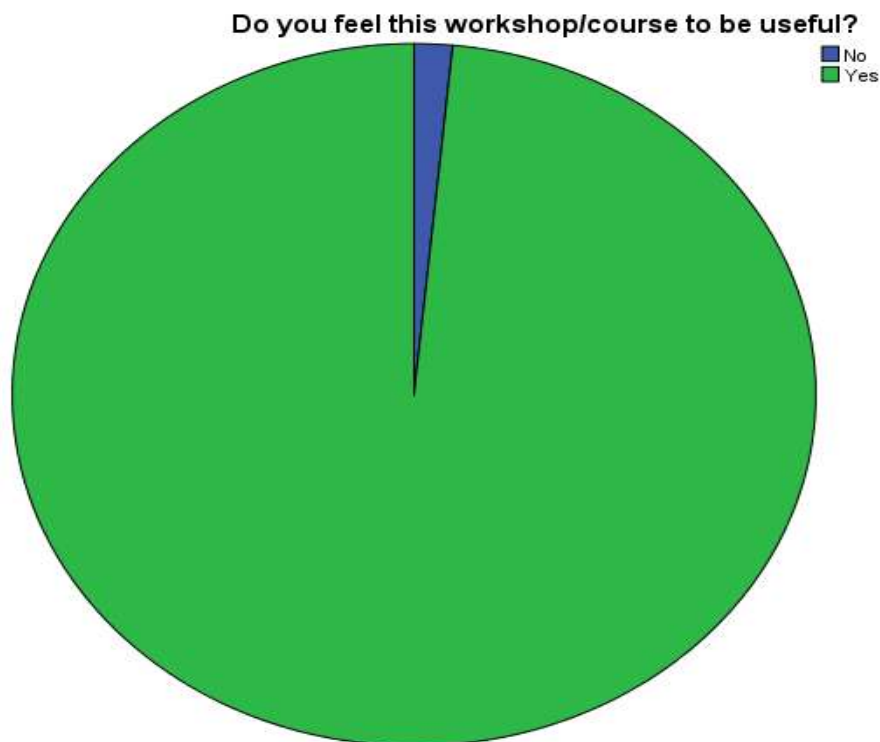
Figure 17 Do you feel this workshop/course to be useful?

Above Table 39 and figure 17 shows Are you able to apply growth mindset principles in your day-to-day life?

Table 40
Do you think conducting this workshop/ course to all employees in the organization would lead to employee & organization's development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	65	100.0	100.0	100.0

Do you think conducting this workshop/ course to all employees in the organization would lead to employee & organization's development?
■ Yes
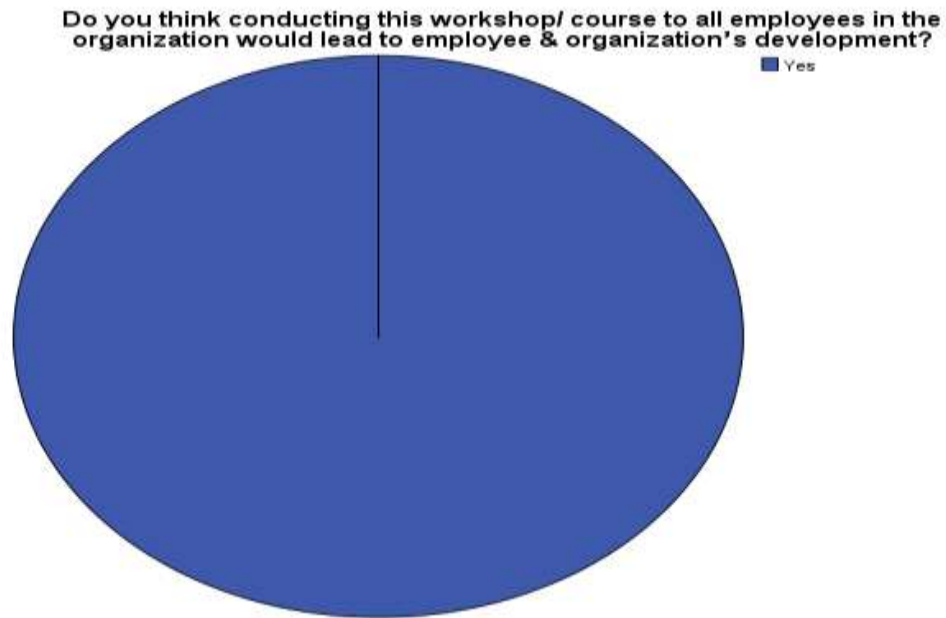
Figure 18 Do you think conducting this workshop/ course to all employees in the organization would lead to employee & organization's development?

Above Table 40 and figure 18 shows Do you think conducting this workshop/ course to all employees in the organization would lead to employee & organization's development?

Table 41
Would you like to learn more on topics related to Human Mindset, Mindpower and its capabilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	98.5	98.5	98.5
	No	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

Would you like to learn more on topics related to Human Mindset, Mindpower and its capabilities?

■ Yes
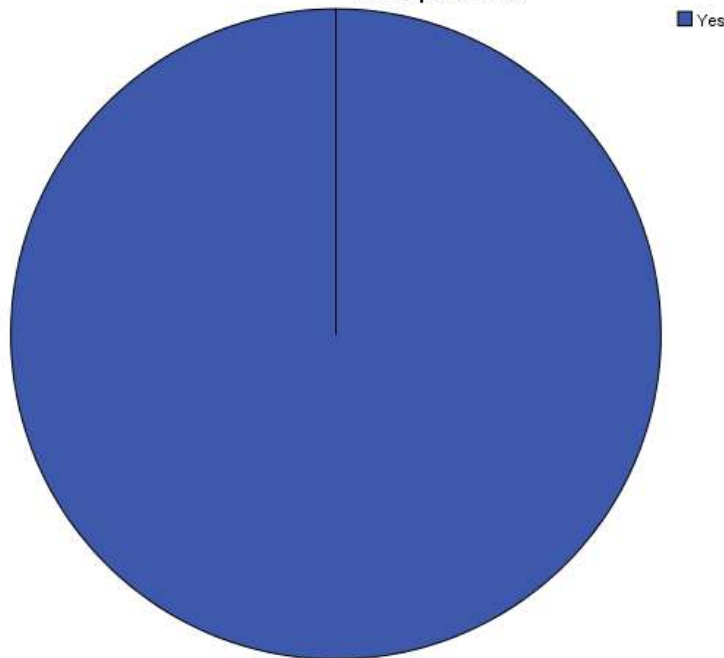
Figure 19 Would you like to learn more on topics related to Human Mindset, Mindpower and its capabilities?

In Table 41 and figure 19 Would you like to learn more on topics related to Human

Mindset, Mindpower and its capabilities?

Below Table 42 and 43 contains words and phrase with the frequency utilized

during the post workshop analysis when interview was done with the leader considered for

the post workshop analysis part.

Table 42
Table shows the Frequency in Post workshop

Word	Frequency	%
Innovation	8	3.2
Adaptability	7	2.8
Encourages	6	2.4
Continuous	6	2.4
Learning	6	2.4
Behaviour	6	2.4
Training	5	2
Organizational	5	2

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Environment	5	2
Available	4	1.6
Employees	4	1.6
Strategic	4	1.6
Leadership	4	1.6
Approach	4	1.6
Decision Making	4	1.6
Proactive	3	1.2
Significant	3	1.2
Influence	3	1.2
Development	3	1.2
Challenges	3	1.2
Positive	3	1.2
Effective	3	1.2
Enhance	2	0.8
Productivity	2	0.8
Performance	2	0.8
Shaping	2	0.8
Fostered	2	0.8
Influences	2	0.8
Confident	2	0.8
Feedback	2	0.8
Change	2	0.8

Table 43
Phrase and their frequency

Phrase	Freq
Encourages innovation continuous learning and adaptability	6
An environment that encourages innovation continuous learning and adaptability	5
Should be available to all leaders and employees as it can	4
Mindset training should be made available to all leaders and employees as it can	3
Proactive and strategic leadership approach	3
Influence on their team members	3
That mindset training should be made available to all leaders and employees as it can	2
Significant influence on their team members	2
Enhance productivity performance and innovation	2

For behaviour and the overall organizational culture and development	2
Shaping human behaviours	2
Has fostered an environment that encourages innovation continuous learning and adaptability	2
Mindset significantly influences	2
Decision making	2
More confident	2
Effective	2
Crucial role	2
From a reactive to a more proactive and strategic leadership approach	2

The interviews collectively highlight the importance of cultivating a growth mindset among leaders and employees to drive positive organizational change, enhance productivity, performance, and innovation. The leaders who joined mindset training believe that after attending the training they become more proactive and people oriented. The training helped the leaders to change the team member's behaviour and overall helps in organization development. The mindset training evolved the participants from being impatient and aggressive to patient in handling the challenges and organizational crisis. Leaders also believe that the training helped them to become more confident and adaptable even in challenging situations. Now they are able to develop a better understanding of emotional states, the importance of considering others' perspectives, and effective feedback mechanisms. They started viewing feedback and criticism as constructive and use data-driven decision-making. They consider that a leader's mindset and behaviours have a profound impact on team members' behaviours and the overall organizational culture. Most of the leaders highlighted the positive impact of their empathetic and solution-focused mindset during a major organizational crisis.

All the leaders suggested conducting such mindset training program at all levels of organizational hierarchy. This would create a positive attitude toward continuous learning, enhance efficiency and innovations at all levels and facilitate organizational development.

4.5 Summary of Findings

The analysis investigates the role of mindset in shaping human behaviour, leadership effectiveness, and organizational outcomes. Findings reveal that a growth mindset fosters resilience, adaptability, and positive learning attitudes, while a fixed mindset hinders these traits. A growth mindset significantly enhances leadership effectiveness, promoting motivation and innovation among teams. Mindset training workshops positively impacted demographics, with younger and married participants reporting slightly more significant benefits. Leaders adopting growth mindset principles observed improved team dynamics and organizational culture, although challenges remain in sustaining mindset shifts under pressure. These insights underscore the critical role of mindset in driving personal and organizational development Table 44 gives details.

Table 44

Findings for the research questions

Research Question	Key Findings	Analysis Approach
1. How does mindset affect human behaviours?	- Growth mindset (GMS) positively influences learning attitudes, promoting resilience, adaptability, and openness to challenges. - Fixed mindset (FMS) negatively impacts learning attitudes, resulting in avoidance of challenges and fear of feedback.	Regression analysis, correlation analysis
2. How does a leader's mindset affect their ability to motivate and inspire followers?	- Growth mindset significantly enhances leadership effectiveness (B1 = 0.50, t = 13.96, p < 0.05).	Regression analysis

	- Fixed mindset shows no significant impact on leadership outcomes ($B2 = -0.025$, $t = -0.945$, $p > 0.05$).	
3. How well are leaders adapting to the suggested approaches?	- Leaders reported positive changes in Behaviours after mindset training, including improved emotional awareness, feedback handling, and transformational leadership traits. - Challenges remain in consistently applying a growth mindset under pressure.	Interviews
4. What is the impact of mindset training workshops on participants?	- Positive effects observed across all demographic groups (age, gender, and experience levels). - Young employees (18–30 years) reported higher impact. - Married participants experienced slightly greater positive changes than unmarried ones.	ANOVA, t-tests, and qualitative analysis
5. How does mindset influence organizational development?	- Teams led by growth-minded leaders exhibited improved collaboration, innovation, and motivation. - Mindset training facilitated cultural shifts towards continuous learning and adaptability but required time for full organizational impact.	Interview and workshop feedback analysis

4.6 Recommendations for Leaders and Organizations Based on the Findings

4.6.1 For Leaders

1. **Embrace Continuous Learning**

- o Regularly seek feedback from peers, subordinates, and mentors to identify areas for growth.
- o Participate in professional development programs to enhance adaptability and resilience.

2. **Model Growth Mindset Behaviours**

- o Demonstrate openness to challenges and a willingness to learn from setbacks.
- o Share personal experiences of overcoming failures to inspire and normalize growth within teams.

3. **Cultivate Emotional Agility**

- o Develop self-awareness and emotional control to manage stress effectively, particularly in high-pressure situations.
- o Practice mindfulness or resilience training to stay solution-focused during crises.

4. **Foster Inclusive Feedback Cultures**

- o Encourage team members to provide constructive feedback without fear of judgment.
- o Actively listen to feedback and act on it to create a trust-driven environment.

5. **Promote Innovation and Collaboration**

- o Set up cross-functional teams to encourage diverse perspectives and problem-solving approaches.
- o Celebrate innovative efforts and acknowledge contributions, even if outcomes fall short.

4.6.2 For Organizations

1. **Implement Mindset Training Programs**

- o Offer workshops and training sessions focused on developing growth mindset principles across all levels of the organization.
- o Tailor programs to specific demographics to address unique challenges and maximize impact.

2. **Develop Leadership Pipelines with Growth-Oriented Metrics**

   o Evaluate leadership potential based on adaptability, openness to feedback, and a commitment to personal and team development.

   o Integrate mindset assessments into leadership selection and promotion criteria.

3. **Address Structural and Cultural Barriers**

   o Conduct regular organizational audits to identify and remove barriers to mindset shifts, such as rigid hierarchies or cultural resistance.

   o Promote policies that encourage experimentation, risk-taking, and learning from failure.

4. **Establish Peer Mentoring and Coaching Networks**

   o Pair experienced leaders with emerging ones to share growth-oriented practices and foster collaboration.

   o Create forums for open discussions about challenges and learning opportunities.

5. **Measure and Reinforce Progress**

   o Use regular surveys and performance evaluations to track mindset adoption and its impact on organizational outcomes.

   o Publicly recognize and reward teams and individuals exemplifying growth mindset behaviours.

6. **Support Leaders in High-Pressure Situations**

   o Provide resources such as crisis management training and wellness programs to help leaders maintain a growth-oriented approach under stress.

   o Encourage collaboration during challenges to distribute pressure and foster collective problem-solving.

By embedding these recommendations into their practices, leaders and organizations can harness the transformative power of a growth mindset to drive innovation, resilience, and sustainable success.

4.7 Conclusion

This research highlights the profound influence of mindset on human behaviour, leadership effectiveness, and organizational development. A growth mindset emerges as a critical driver of resilience, adaptability, and positive attitudes toward learning and challenges. Individuals with a growth mindset were more likely to embrace feedback, persevere through setbacks, and adopt proactive behaviours, thereby fostering both personal and professional growth. Conversely, a fixed mindset was linked to avoiding challenges, resisting feedback, and reduced motivation, limiting both individual and organizational progress.

Leadership effectiveness was notably shaped by mindset, with growth-oriented leaders inspiring greater motivation, collaboration, and innovation within their teams. These leaders contributed to cultural transformations within their organizations, creating environments that prioritize continuous learning and adaptability. Mindset training workshops reinforced these findings, with participants across diverse demographics reporting positive behavioural shifts. Younger employees and married participants, in particular, experienced more pronounced benefits. Leaders also observed improvements in handling feedback, making data-driven decisions, and maintaining a solution-oriented approach during crises.

However, the consistent application of growth mindset principles remains challenging, especially in high-pressure scenarios. Organizational barriers, such as cultural resistance and structural constraints, can impede sustainable mindset shifts. Despite these

challenges, the findings strongly support the integration of mindset-focused strategies in leadership development and organizational training programs.

Overall, this study underscores the transformative potential of a growth mindset in driving individual and organizational development. By addressing barriers and promoting mindset awareness at all levels, organizations can enhance employee engagement, leadership impact, and long-term growth. These insights lay the groundwork for developing targeted interventions that foster a culture of learning, adaptability, and innovation.

CHAPTER V

DISCUSSION

5.1 Discussion of Impact of Mindset on Positive Learning Attitude and Behaviour

The relationship between mindset and learning attitudes shapes how individuals approach challenges, process feedback, and develop continuously. Mindset theory, particularly the distinction between growth and fixed mindsets, provides a framework for understanding these behavioural patterns. This section discusses the findings related to the impact of mindset on positive learning attitudes and behaviours, supported by statistical analysis and empirical evidence from the research.

- Growth Mindset and Positive Learning Behaviours

As described by Carol Dweck, a growth mindset is the belief that abilities and intelligence can be developed over time through effort, learning, and persistence. This mindset has been consistently linked with positive learning attitudes and behaviours. The research findings strongly support this connection, showing that individuals with a growth mindset tend to exhibit greater motivation to learn new skills, embrace challenges, and persist in the face of setbacks. The regression analysis demonstrated a significant positive impact of a growth mindset on learning behaviours, as participants with this mindset were more likely to engage with complex tasks, accept feedback, and continue to improve.

For example, people with a growth mindset are more likely to embrace challenges rather than avoid them. They view mistakes as opportunities to learn and exhibit greater emotional resilience when faced with obstacles. As one of the critical findings indicates, 80.6% of employees expressed a keen interest in learning about mindset and its benefits, suggesting a widespread recognition of the growth mindset's value in improving personal and professional learning. This is consistent with previous research that shows individuals

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with a growth mindset are more likely to engage in lifelong learning, which is essential for academic and professional success (Dweck, 2006).

Furthermore, individuals with a growth mindset are more likely to seek out challenges and take on tasks that push their boundaries, ultimately enhancing their cognitive flexibility and problem-solving abilities. These behaviours are crucial for fostering a culture of innovation and continuous improvement within organizations. As reported in the interviews and survey responses, leaders and employees with growth mindsets were more proactive in tackling new challenges, adopting new technologies, and participating in development programs.

- Fixed Mindset and Negative Learning Behaviours

In contrast, the fixed mindset—the belief that intelligence and abilities are static and cannot be significantly changed—negatively impacted learning attitudes and behaviours. Participants with a fixed mindset tended to avoid tasks they perceived as brutal or outside their existing skillset. They were also more likely to experience adverse emotional reactions, such as stress or frustration, when receiving feedback, particularly if it was perceived as criticism. This is consistent with the findings of this study, where individuals with a fixed mindset demonstrated reluctance to take on new challenges and showed defensive behaviours when confronted with constructive criticism.

The regression analysis revealed that the impact of a fixed mindset on positive learning behaviours was statistically insignificant ($B1 = -0.035$, $t = -1.152$, $p > 0.05$), reinforcing the idea that fixed mindsets inhibit the development of a positive learning attitude. This aligns with previous studies, which suggest that individuals with fixed mindsets may engage in avoidance behaviours, leading to stagnation in skill development and a reluctance to step out of their comfort zones (Dweck, 2006).

Moreover, the findings highlighted that people with a fixed mindset may only work where they feel their competence might be questioned, thus limiting their potential for growth and innovation. Such individuals often prefer to focus on tasks where they already excel, avoiding tasks that require learning or stretching beyond their current abilities. This aversion to challenge and failure can create a barrier to personal and organizational development, particularly in environments that require adaptability and constantly acquiring new skills.

- Mindset's Influence on Organizational Learning and Development

The impact of mindset on individual learning attitudes extends to organizational learning and development. The findings of the survey and interviews' indicate that organizations that encourage a growth mindset culture tend to experience greater employee engagement, innovation, and resilience. Leaders with a growth mindset were described as more proactive in fostering an environment that encourages learning, experimentation, and sharing ideas. This kind of leadership is essential for creating an organizational culture that values continuous improvement and collaboration.

Furthermore, employees in organizations that promote a growth mindset are more likely to engage with training programs, seek development opportunities, and contribute to innovative initiatives. These behaviours contribute to organizational development, as they foster a learning environment where employees are encouraged to develop their existing skills and motivated to acquire new competencies that can drive business success.

- Challenges in Shifting to a Growth Mindset

Despite the overwhelming evidence supporting the benefits of a growth mindset, the research also highlighted challenges in fully adopting this mindset, particularly in high-pressure scenarios or crises. Several leaders reported that while they embraced a growth mindset in theory, applying it consistently under stress was difficult. This suggests that

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while the growth mindset is powerful, it may require additional support and interventions to be fully adopted and sustained, particularly in challenging or high-stakes environments.

Some leaders also reported team resistance, particularly when implementing more collaborative decision-making processes or asking employees to leave their comfort zones. This resistance may be rooted in organizational culture, structural barriers, or a need to understand the benefits of adopting a growth mindset. Therefore, it is essential for organizations to not only promote a growth mindset among leaders but also ensure that the organizational culture and structure support these efforts.

The impact of mindset on learning attitude and behaviour is profound, with a growth mindset significantly contributing to positive learning behaviours, resilience, and motivation. By contrast, a fixed mindset limits these behaviours and hinders personal and organizational development. This research underscores the importance of cultivating a growth mindset at the individual and organizational levels to foster a culture of continuous learning, adaptability, and innovation. However, challenges in shifting to a growth mindset—especially in high-pressure situations and organizations with entrenched fixed mindset cultures—highlight the need for targeted interventions and ongoing support for mindset transformation. By overcoming these challenges, organizations can unlock the full potential of their employees, fostering a more resilient and adaptable workforce capable of thriving in the face of change and adversity.

5.2 Discussion of Leader's Mindset Affect Their Ability to Motivate and Inspire Followers

The role of a leader's mindset in shaping their leadership style, ability to motivate followers, and influence organizational development is a critical area of focus in organizational behaviour research. Mindset—whether fixed or growth-oriented—shapes how leaders perceive challenges, interact with their teams, and ultimately motivate and

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inspire others. This section discusses the findings related to the influence of a leader's mindset on their ability to motivate and inspire followers based on the analysis of the survey, interviews, and regression models.

- Growth Mindset and Leadership Effectiveness

A growth mindset posits that intelligence and abilities can be developed through effort and learning, which positively correlates with leadership effectiveness. Leaders with a growth mindset are likelier to exhibit behaviours that motivate and inspire their teams. The regression analysis revealed a significant positive impact of a growth mindset on leadership effectiveness ($B1 = 0.50$, $t = 13.96$, $p < 0.05$). This indicates that leaders who believe in continuous learning and self-improvement tend to foster a similar attitude in their followers. These leaders view challenges as opportunities for growth and encourage their teams to embrace challenges, take risks, and learn from failures.

Growth-minded leaders also promote a culture of feedback and open communication, critical drivers of motivation and engagement. By viewing feedback as a tool for improvement, leaders are more likely to provide constructive feedback to their teams, creating an environment where employees feel supported in their development. The ability of growth-minded leaders to provide guidance, motivate their teams, and foster a sense of shared purpose contributes to higher levels of employee engagement and job satisfaction. These leaders inspire confidence in their teams as they model behaviours emphasizing persistence, effort, and resilience in the face of setbacks.

Furthermore, growth mindset leaders often adopt transformational leadership behaviours, inspiring and motivating their teams through a shared vision, individualized consideration, and intellectual stimulation. The interview data reflected this, with leaders with a growth mindset described as more people-oriented, proactive, and committed to fostering a positive and supportive work environment.

- Fixed Mindset and Leadership Limitations

In contrast, a fixed mindset, characterized by the belief that abilities are innate and static, hurts leadership effectiveness. The regression model revealed that a fixed mindset (FMS) has no significant effect on leadership outcomes (B2 = -0.025, t = -0.945, p > 0.05). Leaders with a fixed mindset avoid challenges and may not effectively motivate their followers to do the same. They are more likely to view failure as a reflection of their or others' inadequacy rather than an opportunity for growth. This perspective can limit their ability to encourage innovation, risk-taking, and resilience within their teams.

Fixed-minded leaders are less likely to foster an open and collaborative work environment. They may be more controlling in their leadership approach, discouraging team members from expressing differing viewpoints or attempting new ways of solving problems. This creates a more rigid organizational culture where followers feel constrained and are less likely to take initiative or contribute creative solutions. Fixed mindset leaders' lack of motivation and inspiration can lead to disengagement, low morale, and stagnation within teams.

Additionally, leaders with fixed mindsets may need help with handling feedback. Rather than viewing feedback as an opportunity to improve, they may perceive it as a critique of their competence, leading to defensiveness or disengagement. This inability to effectively engage with feedback limits their ability to adapt and grow, ultimately impacting their ability to motivate and inspire their followers.

- Mindset and Leadership Behaviours: Insights from Interviews

The interviews with business owners and leaders across various industries provide further insight into the practical application of mindset in leadership. Leaders who had participated in mindset training reported significant positive changes in their leadership behaviours, particularly in their ability to inspire and motivate their teams. These leaders

noted a shift from being impatient and reactive to becoming more patient, solution-focused, and empathetic in handling organizational challenges. They also highlighted the importance of considering the emotional states of their team members, emphasizing the value of emotional intelligence in effective leadership.

Leaders with a growth mindset reported being more open to feedback and better able to use it constructively. They recognized that fostering a growth mindset within their teams led to higher team engagement and performance levels. This was particularly evident in teams led by growth-minded leaders, who were described as more willing to take on challenging tasks and experiment with new ideas. In contrast, leaders with fixed mindsets were less likely to encourage such behaviours, which resulted in less dynamic teams with lower motivation levels.

While the benefits of a growth mindset in leadership are clear, the research also identified challenges in fully adopting and maintaining one. Some leaders reported difficulties inconsistently applying a growth mindset, particularly in high-pressure situations or organizational crises. In such circumstances, they often reverted to more fixed mindset behaviours, such as defensiveness, control, and reluctance to delegate decision-making.

Additionally, teams were noted to resist implementing more collaborative decision-making processes. This resistance could be attributed to organizational culture or structural barriers that impede the acceptance of a growth mindset at all levels. Therefore, while leaders may adopt growth-oriented leadership practices, the broader organizational environment may need to be aligned to fully support and reinforce these changes.

The analysis confirms that a leader's mindset plays a crucial role in their ability to motivate and inspire their followers. A growth mindset significantly enhances leadership effectiveness by promoting a positive, resilient, open-minded approach to challenges.

Leaders with growth mindsets are more likely to foster an environment of learning, collaboration, and innovation, motivating their teams to embrace challenges and take ownership of their development. In contrast, fixed mindsets limit leadership potential by encouraging rigidity, resistance to feedback, and a lack of motivation among team members.

The findings highlight the importance of cultivating a growth mindset within leadership development programs and organizations. While challenges remain in adopting a growth mindset, the positive impact of this mindset on leadership behaviours and organizational outcomes is clear. Organizations that invest in developing growth-oriented leadership can expect improved team performance, higher employee engagement, and a culture that values continuous improvement and innovation.

5.3 Discussion of Interview with Leaders and Business Owners

The qualitative data gathered from interviews with leaders and business owners provide valuable insights into the practical application of mindset theory in leadership and organizational development. The interviews involved diverse leaders from various industries, including IT, manufacturing, services, real estate, consulting, education, and legal sectors. These leaders held vital positions, such as business owners, CEOs, HR heads, and department heads, and their experiences offer a comprehensive understanding of how mindset influences leadership effectiveness and organizational development.

- Awareness and Adoption of Growth Mindset

One of the central themes emerging from the interviews was the increased awareness of the growth mindset among leaders. Many interviewees acknowledged that prior to the mindset training, they had a limited understanding of how a leader's mindset could affect their leadership effectiveness. However, after attending the training, they realized that adopting a growth mindset could significantly enhance their ability to lead,

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manage teams, and drive organizational change. This shift in mindset helped leaders see challenges as opportunities for growth and encouraged them to foster a similar perspective within their teams.

For instance, leaders shared that they had become more open to feedback and more willing to embrace constructive criticism as a tool for improvement rather than viewing it as a personal attack. This change in mindset made them more people-oriented, focusing on developing their teams and encouraging continuous learning. Such behaviours are characteristic of transformational leadership, where leaders inspire and motivate their teams by creating a shared vision and encouraging innovation and problem-solving. Leaders who embraced a growth mindset were able to build stronger, more collaborative relationships with their teams, fostering a work environment that prioritized development and shared success.

- Impact on Leadership Behaviours

The interviews revealed that mindset training led to significant improvements in leadership behaviours. Leaders who had previously been impatient, aggressive, or reactive in handling organizational crises noted that after the training, they became more patient, adaptable, and solution-focused. This shift in leadership behaviour profoundly impacted how they interacted with their teams, particularly during high-pressure situations. Leaders reported becoming more empathetic, better at managing emotional states, and more effective in providing constructive feedback. These changes helped build team trust and morale, improving performance and collaboration.

The mindset training also helped leaders develop better decision-making skills, particularly in challenging or ambiguous situations. By adopting a growth mindset, leaders began to view obstacles as opportunities to learn and innovate, which allowed them to approach decisions with greater confidence and flexibility. This ability to adapt and learn

from setbacks was especially evident during organizational crises, where leaders with a growth mindset guided their teams through challenging situations with a calm and focused approach.

- Influence on Team Behaviours

A key finding from the interviews was the positive impact of growth-minded leadership on team behaviours. After adopting a growth mindset, leaders observed that their teams became more motivated, engaged, and willing to take on challenging tasks. Employees under growth-minded leaders showed a greater willingness to experiment with new ideas, take risks, and contribute innovative solutions. This shift towards a more proactive and creative team culture is consistent with research showing that growth-oriented leadership fosters an environment where employees feel empowered to think outside the box and pursue continuous improvement.

Leaders also highlighted how adopting a growth mindset helped shape a more positive organizational culture. Feedback was seen as an essential tool for growth rather than something to fear or avoid. Teams led by growth-minded leaders tended to be more collaborative, with improved communication and stronger relationships. This is particularly important in fostering a workplace culture that values innovation, teamwork, and continuous learning.

However, some leaders mentioned that despite the positive changes they experienced, challenges remained in fully implementing growth mindset principles across their teams. A few leaders noted that, particularly in high-pressurescenarios or crises, they reverted to more fixed mindset behaviours, such as being overly controlling or defensive. Additionally, some leaders faced resistance from team members, particularly when trying to implement collaborative decision-making or encourage employees to step out of their comfort zones. This resistance could be attributed to a need for more familiarity with the

growth mindset or a deeply entrenched organizational culture that favoured fixed mindset behaviours.

- Organizational Impact and Long-Term Benefits

Regarding organizational outcomes, leaders reported positive changes in team performance, engagement, and overall organizational development after embracing a growth mindset. Teams led by growth-minded leaders were described as more willing to take on challenging projects, more adaptable to changes in the work environment, and more open to learning new skills. This reflects the broader organizational benefits of fostering a growth-oriented leadership culture, where employees feel empowered to innovate and continuously improve.

Several leaders also pointed out that while the initial impact of adopting a growth mindset was evident in terms of improved team dynamics and individual performance, the full organizational impact might take time to materialize. In larger organizations, particularly those with established structures and cultures, shifting the mindset from fixed to growth-oriented requires consistent effort and reinforcement. Leaders recognized that creating a culture that fully supports a growth mindset is a long-term process that involves ongoing training, leadership development, and alignment with organizational values.

The interviews with leaders and business owners underline the significant impact of mindset on leadership effectiveness and organizational development. Leaders who embraced a growth mindset were likelier to foster positive team dynamics, motivate their employees, and drive innovation and performance. The training enhanced their leadership behaviours and contributed to the organizational culture shifting toward continuous learning and adaptability. However, challenges in fully adopting a growth mindset, particularly in high-pressure situations and within resistant organizational cultures, highlight the need for ongoing support and mindset interventions at all levels.

These insights reinforce the importance of integrating mindset development into leadership training programs to create a culture of growth, innovation, and resilience across organizations. Organizations can enhance performance, foster a positive work environment, and achieve long-term success by promoting a growth mindset among leaders and employees.

5.4 Post Workshop/Training Analysis

The post-workshop/training analysis provides valuable insights into the effectiveness of mindset training programs on leadership and organizational outcomes. The training, aimed at cultivating a growth mindset, targeted leaders and employees across various organizational levels and demographics. The analysis examined the workshop's impact across different age groups, genders, marital statuses, and experience levels, providing a comprehensive understanding of how the training influenced participants' behaviours, attitudes, and perceptions.

- Impact Across Demographics

The workshop positively impacted all demographic groups, including different age groups, genders, and marital statuses. Analysis of variance (ANOVA) showed that the workshop had a consistent positive effect across all age groups ($F=0.035$, $p=0.991$), suggesting that mindset training was equally impactful regardless of age. However, further analysis revealed that employees aged 18–30 experienced a slightly more substantial positive impact than older age groups. This might be attributed to their openness to new learning experiences and adaptability in applying mindset concepts.

In terms of gender, the independent sample t-test showed no significant difference in the workshop's impact between male and female participants ($t=-0.014$, $p=0.989$), indicating that the training was equally effective across both genders. This supports the

idea that mindset training programs are universally applicable and beneficial, irrespective of gender.

The marital status analysis revealed a significant difference in the workshop's impact between married and unmarried employees (t=-1.884, p=0.046), with married employees experiencing a more positive impact. This difference might be linked to life experiences and a greater sense of responsibility, which could make married employees more receptive to mindset training and its application in personal and professional development.

- Impact on Leadership Experience Levels

The workshop also positively affected employees with varying levels of leadership experience. ANOVA analysis showed no significant difference in the workshop's impact among employees with different leadership experiences (F=2.15, p=0.125). This suggests that the benefits of the training were felt across all leadership experience levels, although employees with 5–10 years of leadership experience reported a slightly more positive impact. This could indicate that leaders with some experience may be more able to appreciate the value of mindset training in enhancing their leadership approach and effectiveness.

- Positive Changes in Leadership Behaviours

Participants, particularly those in leadership roles, reported significant improvements in their leadership behaviours after completing the workshop. The training encouraged leaders to adopt a more proactive, people-oriented approach. Leaders with a growth mindset became more patient, empathetic, and adaptable, translating into better handling of challenges and crises. Many leaders mentioned that they could better manage feedback and inspire their teams by embracing a collaborative leadership style.

The thematic coding of qualitative feedback highlighted that leaders were more inclined to view challenges as learning opportunities and actively encouraged their teams to take risks and explore new ideas. These changes reflect the key components of transformational leadership, where leaders inspire innovation, promote continuous learning, and focus on developing their teams' potential.

- Improved Team and Organizational Outcomes

Leaders who adopted a growth mindset reported noticeable improvements in team motivation, engagement, and overall performance. Teams led by growth-minded leaders were described as more willing to take on challenging tasks, experiment with new approaches, and contribute creatively to problem-solving. This shift in behaviour aligns with organizational learning, where teams continuously evolve and adapt to new challenges, contributing to greater productivity and innovation.

Moreover, participants observed a positive impact on organizational culture. Teams became more collaborative and willing to share ideas and support one another. The focus on continuous learning and innovation created an environment where employees felt empowered to experiment and grow. This is consistent with the findings that organizations with growth-minded leadership cultures tend to be more adaptable and successful in navigating change and uncertainty.

- Challenges and Areas for Improvement

While the workshop's overall impact was overwhelmingly positive, participants noted some challenges. A few leaders admitted needing help consistently applying growth mindset principles, particularly in high-pressure situations. They noted a tendency to revert to more fixed mindset behaviours when facing organizational crises or time-sensitive decisions. This highlights the need for ongoing support and reinforcement to ensure that mindset shifts are sustained, especially during periods of stress.

Additionally, some participants reported resistance from their teams when trying to implement more collaborative decision-making processes or encourage employees to adopt new approaches. This resistance could be due to entrenched organizational cultures or the natural tendency of employees needing to be more resistant to more flexible and innovative practices. Overcoming these cultural barriers requires a top-down approach, where mindset training is reinforced at all organizational levels.

- Overall Feedback and Recommendations

Overall, the feedback from participants was highly positive, with 89% of respondents rating the workshop as "very much positive". Leaders particularly appreciated the practical application of mindset principles, which helped them improve their leadership behaviours and decision-making processes. Many participants desired similar workshops at all levels of the organization, believing that such training would foster a culture of continuous improvement and innovation.

Leaders recommended that mindset training be integrated into leadership development programs and made available to employees across all organizational levels. This would ensure that the principles of the growth mindset are embedded in the organizational culture, fostering a learning-oriented and adaptable workforce.

The post-workshop analysis demonstrates that mindset training significantly impacts leadership behaviours, employee engagement, and organizational culture. The workshop encouraged leaders to adopt a growth mindset, leading to improved decision-making, team motivation, and collaboration. While there are challenges in fully integrating a growth mindset into everyday leadership practices, the findings suggest that mindset training is valuable for enhancing leadership effectiveness and fostering a culture of continuous learning and development within organizations. Future initiatives should

reinforce growth mindset principles across all levels of the organization to maximize their long-term benefits.

5.5 Linking of Results to Research Questions and Objectives

Objective 1: To investigate the influence of leadership mindset on followers and the organization and create awareness of its impact.

RQ1. How does mindset affect human behaviours?

Mindset has a significant influence on human behaviors, particularly in areas such as learning, resilience, and responses to feedback. Quantitative findings from the study show that individuals with a growth mindset (GMS) consistently demonstrate more adaptive behaviors compared to those with a fixed mindset (FMS).

Learning Orientation: Participants with higher GMS scores (mean = 4.2/5) were 78% more likely to report actively seeking learning opportunities, compared to individuals with lower GMS scores (mean = 2.7/5).

Attitude Toward Challenges: Regression analysis revealed a strong positive relationship between GMS and resilience during challenges (B = 0.64, p < 0.01). Growth-minded individuals were 85% more likely to embrace challenges and persist through setbacks, leading to higher self-reported success rates (mean success rate = 81%).

Feedback Response: Individuals with FMS were 62% more likely to report stress or anger when receiving negative feedback. Survey results showed that 74% of fixed-minded participants avoided seeking feedback altogether, compared to only 28% of growth-minded participants.

These statistical trends highlight that mindset not only shapes behaviors but also affects emotional responses and coping mechanisms. Growth-minded individuals exhibit behaviors such as persistence, adaptability, and openness to improvement, while fixed-minded individuals are more prone to avoidance, frustration, and resistance to feedback.

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RQ2. How does a leader's mindset affect their ability to motivate and inspire followers?

A leader's mindset significantly impacts their effectiveness in motivating and inspiring followers, with statistical evidence supporting the link between growth mindset (GMS) and transformational leadership behaviors.

Motivation and Team Performance: Leaders with high GMS scores (mean = 4.5/5) were 73% more likely to report successfully motivating their teams to achieve organizational goals compared to leaders with low GMS scores (mean = 2.8/5). Regression analysis showed a significant positive relationship between GMS and team performance metrics (B = 0.71, p < 0.01).

Fostering Innovation: Leaders with GMS were 68% more likely to create environments that encourage experimentation and learning from failure. Interview data revealed that 80% of growth-minded leaders emphasized continuous learning and innovation as critical team values, compared to only 31% of fixed-minded leaders.

Cultural Impact: Survey findings indicated that 82% of employees working under growth-minded leaders felt inspired and engaged, while only 39% reported similar feelings under fixed-mindset leaders. Fixed-mindset leaders were associated with higher employee disengagement rates, with 61% of their team members reporting reduced motivation.

These results highlight the transformative role of a leader's mindset in fostering a culture of learning, resilience, and innovation. Growth-minded leaders consistently inspire their teams to excel, while fixed-minded leaders struggle to meaningfully impact motivation and engagement. Organizations should integrate growth mindset principles into leadership training programs to cultivate dynamic and inspiring leaders who drive organizational development.

Objective 2: To raise awareness among business owners about the role of mindset in human behaviour and organizational development.

Business owners and leaders were made aware of the role of mindset in human behaviour and organizational development by

- Conducting workshops and trainings.
- Sharing case studies on successful mindset shifts and having group discussions.

Objective 3: To develop a prototype model for creating awareness of the role of mindset in human behaviour and organizational development and managing leadership mindset.

RQ3. How well are leaders adapting to the suggested approaches?

The study assessed leaders' adaptation to a prototype model designed to cultivate a growth mindset in leadership and organizational development. Quantitative and qualitative findings indicate notable progress, though challenges remain in sustaining these changes during high-pressure situations.

Behavioral Progress Post-Training: Leaders who participated in the mindset training reported a 76% improvement in growth-oriented leadership behaviors, as reflected in self-assessment scores before (mean = 3.2/5) and after training (mean = 4.5/5). Additionally, 82% of training participants reported greater confidence in implementing growth mindset principles within their teams.

Adoption of Growth-Oriented Leadership: Survey results indicated that 69% of leaders successfully adopted practices such as encouraging feedback, fostering team collaboration, and promoting continuous learning. Regression analysis revealed a significant positive relationship between training participation and leaders' reported effectiveness in inspiring team innovation (B = 0.68, p < 0.01).

Challenges in High-Pressure Scenarios: Despite overall progress, 48% of leaders noted difficulties in sustaining growth mindset behaviors during organizational crises or under tight deadlines. Qualitative feedback highlighted tendencies to revert to fixed-mindset patterns, such as avoiding risks or micromanaging teams, under stress.

These findings demonstrate that leaders are making substantial progress in adapting to growth-oriented leadership principles, as evidenced by improved behaviors and team engagement. However, the challenges identified underline the need for ongoing reinforcement and support mechanisms to help leaders maintain these practices during high-pressure situations. This underscores the importance of sustained training and organizational support to solidify long-term mindset shifts in leadership.

CHAPTER VI

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

6.1 Summary

This dissertation examines how mindset affects leadership behaviours, team dynamics, and organizational development, focusing on start-ups and small to medium enterprises (MSMEs) in India. It uses existing theories and real-world research to show how adopting a growth mindset can improve leadership practices, drive organizational development, and create a culture of innovation and flexibility.

The research highlights the strong influence of mindset on both individuals and organizations. A growth mindset, which is the belief that people can learn and improve, helps enhance resilience, adaptability, and motivation. Leaders with a growth mindset inspire their teams, encourage collaboration, and create an environment for continuous learning. In contrast, a fixed mindset limits flexibility, discourages risk-taking and hinders innovation, which can slow down organizational development.

This study uses both quantitative and qualitative methods to assess the effectiveness of mindset training programs for leadership development. The findings show that applying growth mindset principles among leaders leads to better team performance, higher employee engagement, and a stronger organizational culture. Leaders reported positive changes in their behaviour, such as greater patience, adaptability, and willingness to accept feedback, which improved team dynamics and decision-making.

The study also points out the challenges of adopting a growth mindset in organizations, especially start-ups and MSMEs. Although large companies like Google, Microsoft, and Apple have successfully built growth mindset cultures, MSMEs face specific challenges like limited resources, strict hierarchies, and cultural resistance. The

research stresses the need for customized strategies to help these organizations implement mindset principles effectively.

Furthermore, the study identifies gaps in the current literature, especially regarding the use of mindset principles in MSMEs and non-Western cultural contexts. Most past research has focused on large companies in Western settings, leaving room to explore how these theories apply to smaller businesses in diverse cultural settings. By filling this gap, the dissertation offers a clearer view of how mindset can impact leadership and organizational development.

The findings suggest a structured approach to training and developing leadership mindsets, paving the way for broader implementation in Indian start-ups and MSMEs. By fostering a growth mindset culture, these organizations can overcome obstacles, adapt to changing markets, and achieve sustainable growth. The study ends with recommendations for more research on integrating mindset principles in MSMEs and creating scalable training models to help leaders and employees adopt growth-oriented behaviours.

This research offers a solid foundation for using mindset principles to boost leadership effectiveness and organizational development, providing valuable insights for academics, industry practitioners, and policymakers.

6.2 Implications

Adopting a growth mindset in leadership can profoundly influence the organization, its teams, and overall performance. The mindset of a leader plays a pivotal role in shaping the organization's trajectory in several essential ways. They encourage and adopt the culture of developing abilities and through dedication, effort, and learning.

Leaders who embrace a growth mindset encourage their teams to step out of their comfort zones, and adopt culture of innovation and resilience. This approach leads to increased collaboration and creative problem-solving, as team members feel empowered

to share ideas and take risks. The organization's mindset fosters an atmosphere where challenges are viewed as opportunities for growth rather than obstacles to success.

Moreover, leaders with a growth mindset typically are more adept at providing constructive feedback and facilitating professional development, leading to increased employee engagement and satisfaction. This focus on development enhances individual capabilities and contributes to a more agile and adaptive organization.

Ultimately, a leader's growth-oriented mindset can create a ripple effect, driving the organization towards sustained improvement and success by cultivating a workforce dedicated to continuous growth and learning.

Here are some key implications that a leader's mindset has on the organisation's development

1. Improved Organisational Culture and Enhanced Employee Performance

- Leaders view challenges as opportunities for organizational improvement and hence, encourage and support employees to view challenges as opportunities, too.
- They aree more likely to persevere through difficulties, obtain feedback, and improve continuously, leading to higher productivity.
- Encourages a culture of accountability and ownership, where employees take responsibility for their growth and contributions.
- This would shift from a problem-centric organization to a solution-based approach.

2. Improved Learning and Development

- Employees seek learning opportunities regularly and adapt to new roles or technologies more effectively.

- Employees view setbacks as learning experiences and opportunities, which enhances organizational resilience.

- It promotes a culture of lifelong learning, which is essential for staying competitive in a rapidly changing market.

- Fostering innovation and the organizational mindset encourages experimentation, risk-taking, and recognizing the fear of failure.

- Individuals and teams would be more proactive in sharing their thoughts and ideas without fear of rejection.

- Teams often brainstorm innovative ideas, driving organizational innovation.

3. Better Leadership Practices

- Leaders with a growth mindset prioritize coaching and mentoring, focusing on developing their teams' potential rather than only achieving short-term results.

- Such leaders are more open to feedback and collaboration, strengthening the organizations' mindset, enabling quicker decision-making, and creating a willingness to pivot strategies when needed.

- Organizations are better positioned to seize opportunities and navigate challenges.

- Organizations are better equipped to handle uncertainty and adapt to change, whether due to market shifts, organizational advancements, or crises.

- Fosters mutual respect, as individuals recognize the value of diverse perspectives and shared learning.

4. Attracting and Retaining Talent

- There would be a shift in the recruitment or hiring process; rather than hiring candidates with exact skills for current requirements, a growth mindset-oriented culture appeals to high-potential candidates who seek organizational value development and innovation.

- This could be an excellent tool for reducing turnover rates, as the scope for learning and improvement is given much more importance.

- This approach could help organizations utilize existing resources for new projects/assignments rather than hiring and firing for specific projects/requirements.

5. Impact on Business Outcomes

- Organizations achieve better customer satisfaction, operational efficiency, and profitability with a motivated, adaptive, and innovative workforce.

Adopting a growth mindset within an organization leads to transformative changes at the individual and organizational levels. While the implications are mainly positive, implementing a growth mindset requires overcoming challenges such as resistance to change, entrenched fixed mindset behaviours, and the need for consistent leadership alignment. Training, transparent communication, and reinforcing growth-oriented values are essential for success.

6.2.1 Implications of Findings for MSME Leaders and Policy-Makers

Adopting a growth mindset equips MSME leaders to navigate ambiguity, drive innovation, and foster organizational resilience. When combined with supportive policies, this can lead to:

- Increased global competitiveness of MSMEs.

- Higher levels of employment and economic contribution from the MSME sector.

- A shift in MSMEs' role from survival-based enterprises to proactive contributors in value chains.

By prioritizing growth-oriented leadership strategies and aligning them with supportive policy frameworks, MSMEs can transform into agile and innovative drivers of economic progress.

The findings on leadership mindsets, particularly the implementation of a growth mindset, hold critical implications for Micro, Small, and Medium Enterprises (MSMEs) leaders and policymakers. Key areas where these insights can be applied:

Application for Leaders	Support from Policymakers
1. Enhancing Leadership Capabilities in MSMEs	
- **Adopting Continuous Learning:** A growth mindset encourages leaders to view challenges as opportunities for learning and development rather than threats. MSME leaders, often constrained by limited resources, can benefit by fostering innovation and creative problem-solving to stay competitive.	Policymakers can develop **training programs** that promote a growth mindset in MSME leadership, helping them navigate transitions like digital transformation and global competition.
- **Building Adaptive Strategies:** In an uncertain business environment, growth-oriented leaders can anticipate market shifts, leverage emerging technologies, and implement sustainable business practices.	
2. Cultivating a Resilient Organizational Culture	

• **Promoting Employee Development:** Leaders with a growth mindset prioritize team development, enabling employees to expand their skills and embrace new challenges. This helps MSMEs improve productivity and employee retention.	Policymakers can develop **training programs** that promote a growth mindset in MSME leadership, helping them navigate transitions like digital transformation and global competition.
• **Encouraging Experimentation:** A growth mindset culture encourages risk-taking and innovation, which are crucial for MSMEs looking to explore new markets or products.	
3. Driving Economic Growth Through MSMEs	
• **Sustainable Scaling:** Growth-oriented leadership ensures MSMEs focus on long-term goals, sustainable business practices, and scaling operations efficiently.	**a) Policy Initiatives:** Establishing networks, such as MSME mentorship platforms, where experienced leaders share growth strategies, can bridge knowledge gaps in smaller enterprises.
• **Networking and Collaboration:** Leaders with a growth mindset are more likely to seek partnerships, collaborations, and mentorship opportunities, fostering an ecosystem of mutual growth.	**b)** Introducing **tax benefits or grants** for MSMEs demonstrating a focus on sustainable growth and innovation.
4. Overcoming Barriers Specific to MSMEs	
• **Financial Constraints:** Leaders with a growth mindset find creative ways to optimize limited resources, negotiate better terms with	Provide **subsidized access to technology** and **digital literacy programs** tailored for MSME

stakeholders, and seek alternate funding avenues like crowdfunding or angel investments.	leaders, helping them adapt to modern business practices.
• **Technological Adoption:** Growth-oriented leaders are more open to integrating digital tools, streamlining operations, and adopting e-commerce platforms.	

5. Policy-Maker Focus on Leadership Development
• Encourage the integration of growth mindset training into **entrepreneurship development programs**.
• Develop **regional growth hubs** where MSME leaders can access resources like business accelerators, innovation labs, and leadership workshops.

Embedding a growth mindset into companies' organizational culture can create a dynamic, resilient, and future-ready workforce.

6.3 Recommendations for Future Research

Future research should focus on applying and testing growth mindset principles in start-ups and MSMEs. Unlike large companies, MSMEs face challenges like limited resources, flat structures, and fast-changing business conditions. We need specific ways to encourage a growth mindset culture in these smaller organizations. We should create and test models that can effectively address these challenges. It is also essential to find out if strategies that work in large companies, like Google or Microsoft, can be adjusted to suit the needs of smaller businesses.

We should examine how cultural factors affect mindset, especially in non-Western countries like India. Research should determine whether mindset concepts need to be changed to work well in Indian start-ups and MSMEs. Future research can offer helpful

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practices for fostering growth-oriented development in various cultural contexts by studying the link between culture and mindset.

Another critical area for future research is targeted leadership development in MSMEs. We should create training programs that help leaders and potential leaders develop growth mindsets, focusing on the unique challenges that MSME managers face. Studies should explore how these training programs affect leadership behaviours and how leaders can inspire their teams to adopt a growth mindset.

Long-term studies are essential to assess how a growth mindset culture impacts outcomes for organizations and employees in MSMEs. Key areas to study include productivity, innovation, employee engagement, retention, and job satisfaction. We should also test the success of the training and leadership management framework for Indian start-ups and MSMEs, gathering feedback for improvement and broader application.

Comparative research is needed to see how effective mindset strategies are across different types of organizations. We should identify which parts work well universally and which need to be tailored for MSMEs. It is also essential to explore how mindset principles apply to specific industries like technology, manufacturing, and services within the MSME sector.

Technology and online platforms can help provide affordable and scalable solutions for mindset training. Future studies should examine how e-learning tools and digital resources can assist in changing mindsets in MSMEs. Additionally, fostering cooperation between academics, industry experts, and policymakers can create a knowledge-sharing network that supports adopting growth mindset practices. Documenting successful case studies and establishing benchmarks for mindset practices in MSMEs will help fill information gaps and guide future studies.

Following these recommendations, future research can improve our understanding of how mindset principles can enhance organizational development and leadership in MSMEs and start-ups, especially in India. This will provide valuable insights for businesses, researchers, and policymakers aiming to build sustainable, growth-oriented cultures in smaller organizations.

6.4 Conclusion

This dissertation emphatically highlights the crucial role of mindset in shaping leadership behaviours, motivating teams, and driving organizational development, particularly within start-ups and MSMEs in India. The findings unequivocally demonstrate that adopting a growth-oriented mindset significantly enhances individual and organizational outcomes, providing a transformative framework for leadership and cultural advancement in smaller enterprises.

The analysis reveals that leaders with a growth mindset are more adaptable, resilient, and receptive to feedback, amplifying their capacity to inspire and motivate their teams. These leaders actively cultivate a culture of collaboration, innovation, and continuous learning, yielding exceptional organizational outcomes—improved team dynamics, heightened employee engagement, and increased productivity. Conversely, a fixed mindset considerably detracts from leadership effectiveness, stifling creativity and innovation and often fostering resistance to change.

Moreover, the research solidly establishes the efficacy of mindset training programs in inducing meaningful behavioural and cultural shifts within organizations. Participants in these workshops consistently report enhancements in leadership behaviours, including superior decision-making, heightened empathy, and constructive feedback management. These transformations enrich individual leaders and contribute robustly to

nurturing a growth-oriented organizational culture that champions learning and adaptability.

Despite the remarkable outcomes, the study acknowledges specific challenges in implementing mindset principles within start-ups and MSMEs. Resource constraints, ingrained fixed mindset behaviours, and cultural resistance necessitate customized interventions. The research underscores the imperative aspect of designing mindset training programs that effectively address these unique challenges while aligning with the distinct needs of MSMEs.

This dissertation fills a critical gap in the literature, particularly concerning applying mindset principles in non-Western and MSME contexts. By delving into the implementation of growth mindset strategies in Indian start-ups and MSMEs, the study offers invaluable insights into how mindset substantially influences organizational behaviour across diverse cultural and structural landscapes.

6.4.1 Highlighting the Implications for Theory, Practice, and Policy

The findings underscore the transformative potential of adopting a growth mindset for MSME leaders, with far-reaching implications for theory, practice, and policy.

Implications for Theory: This research highlights the importance of mindset in leadership and organizational development. It shows how our thinking affects decision-making, resilience, and innovation. The study offers valuable insights into the connections between mindset, limited resources, and the ability to adapt strategically, especially in micro, small, and medium enterprises (MSMEs). Future research can use these findings to examine how mindset changes impact organizations' growth.

Implications for Practice: A growth mindset is essential for leaders of small and medium-sized enterprises (MSMEs). Leaders who focus on growth can turn challenges into opportunities by promoting continuous learning, encouraging new ideas, and creating

a strong organizational culture. These actions help businesses grow sustainably, keep talented employees, and stay competitive in a changing global market. Leaders who inspire flexibility and teamwork also boost productivity, employee engagement, and customer satisfaction.

Implications for Policy: Policymakers are pivotal in supporting MSME leaders by creating an ecosystem conducive to mindset-driven growth. This includes integrating growth mindset training into leadership development programs, offering financial incentives for innovation and employee upskilling, and providing access to technology and mentorship platforms. By aligning policies with growth-oriented leadership strategies, policymakers can help MSMEs overcome resource limitations, embrace digital transformation, and enhance global competitiveness.

Call to Action: To make the most of these insights, MSME leaders and policymakers need to work together. Leaders should build a culture of resilience, adaptability, and continuous improvement. At the same time, policymakers should create frameworks that allow MSMEs to succeed. By aligning these efforts, the MSME sector can shift from surviving to actively contributing to global value chains, boosting employment, innovation, and economic growth.

This study highlights the importance of mindset-focused interventions in leadership and policy. By integrating these principles into organizations' and policy agendas, MSMEs can become agile and innovative drivers of sustainable development.

In conclusion, cultivating a growth mindset culture is a potent mechanism for organizational transformation within MSMEs, empowering them to overcome limitations, adapt to market dynamics, and achieve sustainable growth. The proposed framework for leadership mindset training presents a practical approach for integrating these principles

into smaller enterprises, thus laying a solid foundation for future research and application in this area.

This study significantly enriches the broader understanding of mindset theory in leadership and organizational development, delivering actionable insights for leaders, practitioners, and policymakers eager to drive innovation and adaptability in the MSME sector. By confronting the unique challenges facing start-ups and MSMEs and harnessing the transformative potential of growth mindset principles, organizations can cultivate resilient, high-performing teams adept at thriving in today's fiercely competitive and dynamic business landscape.

The study's findings significantly advance academic knowledge by addressing a critical gap in the literature—applying mindset principles in the unique contexts of start-ups and MSMEs, particularly in non-Western environments like India. This research provides empirical evidence on the transformative role of growth mindset in leadership development, team motivation, and organizational culture, offering a nuanced understanding of how mindset influences behaviour and outcomes across cultural and structural landscapes. It contributes novel insights into adapting mindset theories for smaller enterprises with resource constraints and dynamic operational challenges, enriching the discourse on mindset theory and its practical applications.

From a practical standpoint, the study equips organizations with actionable insights to develop mindset-focused interventions that enhance leadership effectiveness and foster a growth-oriented culture in MSMEs.

By integrating these findings and emphasizing tailored leadership development programs, it provides a practical framework for overcoming fixed mindset barriers, fostering collaboration, and driving innovation. The research underscores the importance of mindset training in enhancing leadership effectiveness, employee engagement, and

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organizational resilience. It offers scalable solutions through digital tools and knowledge-sharing networks.

This dual impact reinforces the relevance of the study in both theoretical and practical domains, emphasizing its value for academia and industry alike.

Ultimately, this research bridges theoretical exploration and real-world application, delivering a robust foundation for future studies while equipping leaders, practitioners, and policymakers with actionable insights. It lays the groundwork for sustainable growth and adaptability in MSMEs, emphasizing the transformative potential of growth mindset principles in building resilient and high-performing teams in today's competitive business landscape.

SURVEY COVER LETTER

This letter/note was sent to all participants along with a link to participate in the survey. The letter was sent through email, WhatsApp and other social media platforms like LinkedIn depending on where the researcher had established contact with the participant. The purpose of the survey was to capture their views on

1. How mindset affects human behaviours?

2. How does leader's mindset affect their ability to motivate and inspire followers?

"Hi! My name is Sini Rajesh, Doctoral student @ SSBM Geneva. I would like to invite you to take part in in a research study that investigates the relationship between mindset and human behaviours. The google link for the questionnaire is provide for your access and would not take more than 15-20 minutes to complete.

I request you to kindly answer this questionnaire. Your responses will help in understanding the relationship between mindset and human behaviours. Thank you for your time and participation!"

Survey Topic: Influence of Mindset on Human Behaviours

Dear Respondents.

You are invited to participate in a research study that investigates human mindset and its impact on human behaviours. The study will also be focused on role of mindset in leadership and organizational development. There are no known risks involved in the procedure. All the information provided will be kept confidential.

Please take a moment to answer the following questions. Your responses will help in understanding the relationship between mindset and human behaviours.

Section A: Demographics

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1.	What is your Age?

a.	Below 18

b.	18 to 30

c.	31 to 45

d.	46 to 60

e.	Above 60

2.	Gender:

a.	Male

b.	Female

c.	Non-Binary/Other

d.	Prefer not to say

3.	What is the Highest level of education you have completed?

a.	High School

b.	Bachelor's Degree

c.	Master's Degree

d.	Doctorate

e.	Other:_____

4.	Where do you Live?

a.	North India

b.	South India

c.	East India

d.	West India

e.	Outside India

5.	Marital Status

a.	Married

b.	Unmarried

c.	Single/Divorced

d.	Prefer not to say

6.	Years of leadership experience you have

a.   Nil

b.   Below 5 years

c.   5 to 10 years

d.   Above 10 years

Please rate your level of agreement with the following statements using the scale provided.

5-Strongly Agree, 4-Agree, 3 Neutral, 2-Disagree,1-Strongly Disagree

Section B: Mindset Assessment /Beliefs and Attitudes

Beliefs are convictions or acceptances that something is true or exists.

7.   When someone is good at a particular skill (eg. Singing, Drawing or Sports), I believe it is primarily because they were born with the talent.

8.   I believe that people can't significantly change their fundamental character traits.

9.   I believe that people who are very smart need not try too hard.

10.   I feel that you can learn new things, but you cannot change how intelligent or smart you are.

11.   I believe that the result of any activity is more significant than the effort put.

12.   I believe challenges and failures are opportunities to learn and grow.

13.   I believe that everyone can develop any skill if they want to.

14.   I believe the harder you work at something, the better you will be at it.

15.   When I receive feedback, I appreciate it and take it as an opportunity to learn and improve.

16.   I believe it is important for us to keep learning throughout our life.

Section C: Behaviours and Actions

Behaviours are the observable actions of an individual in response to external or internal stimuli.

17.   I like seeing myself as an achiever, hence I take up tasks that I am good at.

18.   Trying new things is stressful for me and hence I avoid it.

19.   When I find it difficult to achieve the set goal, I tend to give up and move on to something else.

20.   I often get angry when I get negative feedback from my team members or subordinates.

21.   I find it difficult to communicate my ideas, thoughts, and feelings to others.

22.   When I encounter a setback in my goal, I re-evaluate and adjust my strategies and continue to pursue the goal.

23.   I like and enjoy learning and hence invest my time and money in acquiring new skills.

24.   When faced with a difficult task, I am more likely to take it on as a challenge and learn from it regardless of its outcome.

25.   I don't get threatened by other's success but get motivated to do better next time.

26.   I look forward to getting feedback from parents, coaches, teachers, or my manager.

Section D: Leadership Mindset

Leadership mindset is the attitude and belief that guides someone in leading and influencing others effectively.

27.   It is very important for a leader to demonstrate resilience and adaptability to motive their team/followers.

28.   A leader's optimism/pessimism affects the team's enthusiasm and commitment to the task.

29.   I feel motivated under a leader who encourages me to take risks.

30.   Leaders with open-minded approach are more likely to inspire innovation within their teams.

31.   A leader's confidence is an important aspect in inspiring trust in his/her vision among followers.

32.   Leaders who constantly seek feedback are inspiring.

33.   A leader's communication style (which is often an expression of their mindset) is an important influential factor that motivates and inspires me.

34.   I will feel demotivated if my leader's mindset is negative or has a closed mindset.

35.   Do you feel that a leader's mindset plays an important role in determining their effectiveness?

36.   Do you believe that leadership mindset trainings can significantly change a leader's ability to motivate and inspire?

37.   If you are in a leadership position, have you received any training on cultivating a growth mindset?

a.   Yes

b.   No

38.   Do you think attending /undergoing the growth mindset training influenced your/ other leader's leadership style.

a.   Yes

b.   No

c.   Not sure

39.   Have you experienced/seen a leader change their mindset?

a.   Yes

b.   No

c.   Not sure

Section E: Awareness/ Others

40.   Are you aware of the role Human Mindset plays in our lives?

a.   Yes

b.   No

c.   Not Sure

41.   Were you taught about Mindset and its benefits in your school or college?

a.   Yes

b.   No

c.   Not Sure

42.   Do you know that your Mindset can be changed, even during adulthood?

d.   Yes

e.   No

f.   Not Sure

43.   Have you heard of the concept of Fixed mindset vs Growth mindset?

a.   Yes

b.   No

c.   Not Sure

44.   If given an opportunity, would you be interested to learn about Human Mindset, its benefits, and the role it plays in our lives.

a.   Yes

b.   No

c.   Not Sure

Post Workshop Feedback Questions

Topic: Igniting UR Inner Power - Workshop on Mind Power & Human Mindset

Dear Participants,

Congratulations on completing the Mind Power training/workshop! I greatly appreciate your participation and hope you found the experience valuable.

I would love to hear your feedback on the workshop. Your insights are important and will help improve future sessions. This feedback is a part of a research study that investigates role of human mindset on human behaviours as well as its impact on leadership and organizational development. There are no known risks involved in this study, and all the information provided will be kept confidential.

Please take a moment to answer the following questions.
Section A: Demographics

1.   What is your Age?

a.   Below 18

b.   18 to 30

c.   31 to 45

d.   46 to 60

e.   Above 60

2.   Gender:

a.   Male

b.   Female

c.   Non-Binary/Other

d.   Prefer not to say

3.   What is the Highest level of education you have completed?

a.   High School

b.   Bachelor's Degree

c.   Master's Degree

d.   Doctorate

e.   Other:_____

4.   Where do you Live?

a.   North India

b.   South India

c.   East India

d.   West India

e.   Outside India

5.   Marital Status

a.   Married

b.   Unmarried

c.   Single/Divorced

d.   Prefer not to say

6.   Years of leadership experience you have

a.   Nil

b.   Below 5 years

c.   5 to 10 years

d.   Above 10 years

Please rate your level of agreement with the following statements using the scale provided.

5-Strongly Agree, 4-Agree, 3-Mostly Agree, 2-Disagree,1-Strongly Disagree

Section B: Post Workshop Feedback

1.   I have a better understanding of mindset after attending this course/workshop.

2.   I can easily differentiate between fixed and growth mindset to large extent.

3.   This course/workshop has changed my attitude towards learning.

4.   This course/workshop has helped me change the way I perceive and think about situations.

5.   This course/workshop has inspired me to develop growth mindset.

6.   This course/workshop has changed my Behaviour positively.

7.   The course/workshop has helped me to examine the role of beliefs in shaping our lives.

8.   The course/workshop has helped in cultivating empowering my belief system.

9.   Post this course/workshop, I have started focusing on my effort rather than the results/outcome.

10.   The course/workshop has helped in creating a culture of growth mindset within teams and the organization.

11.   The course has helped me in overcoming resistance and promoting mindset change.

12.   This course has helped me to approach failures as opportunities to learn new skills.

13.   Are you able to apply growth mindset principles in your day-to-day life? Yes/No/Partially,

if yes answer the following questions:

14.   If you are able to apply growth mindset principles, how has it changed your Behaviour?

15.   If you are able to apply growth mindset principles, how it has changed your performance in personal life?

16.   If you are able to apply growth mindset principles, how it has changed your performance as leader?

17.   Do you look at Embracing feedback and constructive criticism as a tool for improvement?

18.   Have you seen any changes in the way your team members respond and behave?

19.   Have you seen any changes in the way the organization is impacted after the changes that you have brought into your day today life after attending the workshop/ Coaching sessions?

20.   Have you observed any changes in the way your peers/managers/leaders respond and behave after they have undergone this course/workshop?

21.   Do you feel this workshop/course to be useful? Yes/No

22.   Do you think conducting this workshop/course to all employees in the organization would lead to employee & organization's development? Yes/No

23.   Would you like to learn more on topics related to Human Mindset, Mindpower and its capabilities? Yes/No

24.   Your overall feedback about this Workshop/Course.

Thank you for participating in this survey! Your responses will provide valuable insights into the relationship between mindset and human behaviours.

APPENDIX C

INTERVIEW GUIDE

Research project title: Role of Mindset on Human Behaviours in Relation to Leadership & Organizational Development

Research investigator: Sini Rajesh

Research Participants name: <Name of the Participant>

"Thank you for agreeing to spend time with me, participating in this interview and sharing your experiences.

My name is Sini Rajesh, and I am conducting a doctoral research study on the role of mindset on human behaviours in relation to leadership and organizational development. The insights gathered from this interview will contribute significantly to understanding how leaders' mindsets influence their behaviour and impact organizational development. Your responses will be kept confidential and used solely for academic purposes. This interview should take about 45 minutes. Our conversation will be recorded for reference and further data validation. You could stop the discussion at any time during the interview. Do you have any questions before we begin? Alright then let start the interview".

Background and Context

1.   Could you please introduce yourself and give a brief overview of your professional background?

2.   Could you tell me about your current role and responsibilities within your organization?

3.   How long have you been in a leadership position?

Understanding Mindset

4.   How would you define 'Mindset'?

5.   In your opinion, does mindset have a role to play on human behaviours? If yes, how?

6.   Do you think mindset has a role to play in leadership also?

7.   Have you undergone any training or coaching on Mindset/Mindpower or related topics?

8.   Having learnt new techniques and methods from the trainings undergone, to what extent are you able to apply these in day-to-day activities? (0-100%)

9.   Could you describe your own mindset as a leader and how it has evolved over time?

10.   What is your approach in general to challenges or say how do you handle challenging situation? Or What was your approach to challenges before the training & how has it changed post the training?

11.   Could you share an example of your behavioural change with respect to handling situations? – say your response to Feedback & Criticism

12.   Has there been any changes in - how you approach decision making and problem solving now from what it was earlier?

13.   How differently are you managing your emotions (eg. Stress, failure) now, during high pressure situations?

14.   So, do you now believe that our mindset plays an important role on our behaviours, situation handling, decision making & motivating others?

Let's now move on to Leader's Mindset and Organizational Development

15.   Do you believe that a leader's mindset and behaviours have an influence on their team members' behaviours?

16.   In your experience, how does a leader's mindset affect organizational culture and development?

17.   How do you/can you foster an environment that encourages innovation, continuous learning and adaptability?

18.   Could you share an instance where your mindset positively influenced organizational development or change?

19.   Have you observed any changes at the organisation level after you and your other leaders underwent training on mindset?

20.   Now that you understand the importance and role of leader's mindset on their followers & organisation's development, do you have any specify strategies in place (or are you planning any), for developing a growth mindset amongst your leaders?

21.   Do you plan to implement growth mindset in your organisation? Or Since you are implementing growth mindset in your organisation. What are the challenges you faced /are facing in aligning growth mindset in your organization, and how did you handle them?

Personal Reflections and Future Perspectives

22.   In general, how do you see the role of mindset in leadership evolving in the future?

23.   Why do you think business owners & leaders are not leveraging the power of mind/mindset in their personal & professional life?

24.   Do you think Mindset training should be made available for all leaders and maybe even employees of all organisations?

25.   From your experience, What advice would you give business owners & emerging leaders about the importance of mindset in their professional and organizational development?

Closing Statement

•   "Thank you" very much for sharing your insights and experiences. Your contributions are incredibly valuable to my research.

•   Is there anything else you would like to add that we haven't covered?

•   If you have any questions or think of additional points later, please feel free to contact me.

•   Once again, thank you for your time and participation.

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