



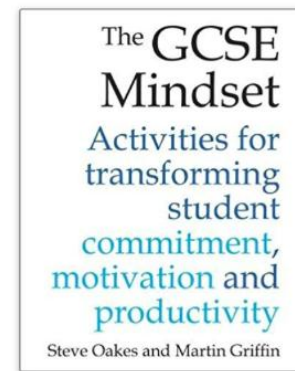
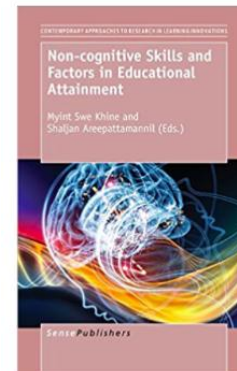
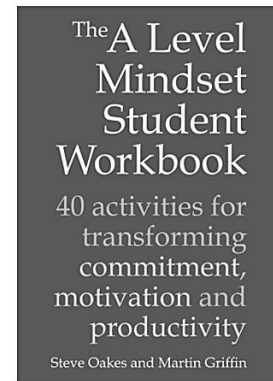
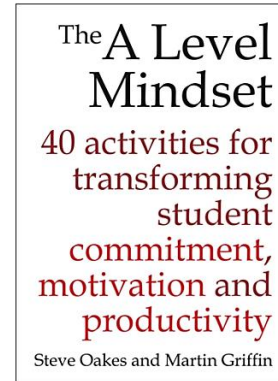
# MENTAL TOUGHNESS

Steve Oakes

# About me:

Steve Oakes

Teacher – GCSE and A Level, 17 years  
Head of Department, Head of Year  
Deputy Director of Sixth Form  
Director of Education AQR International

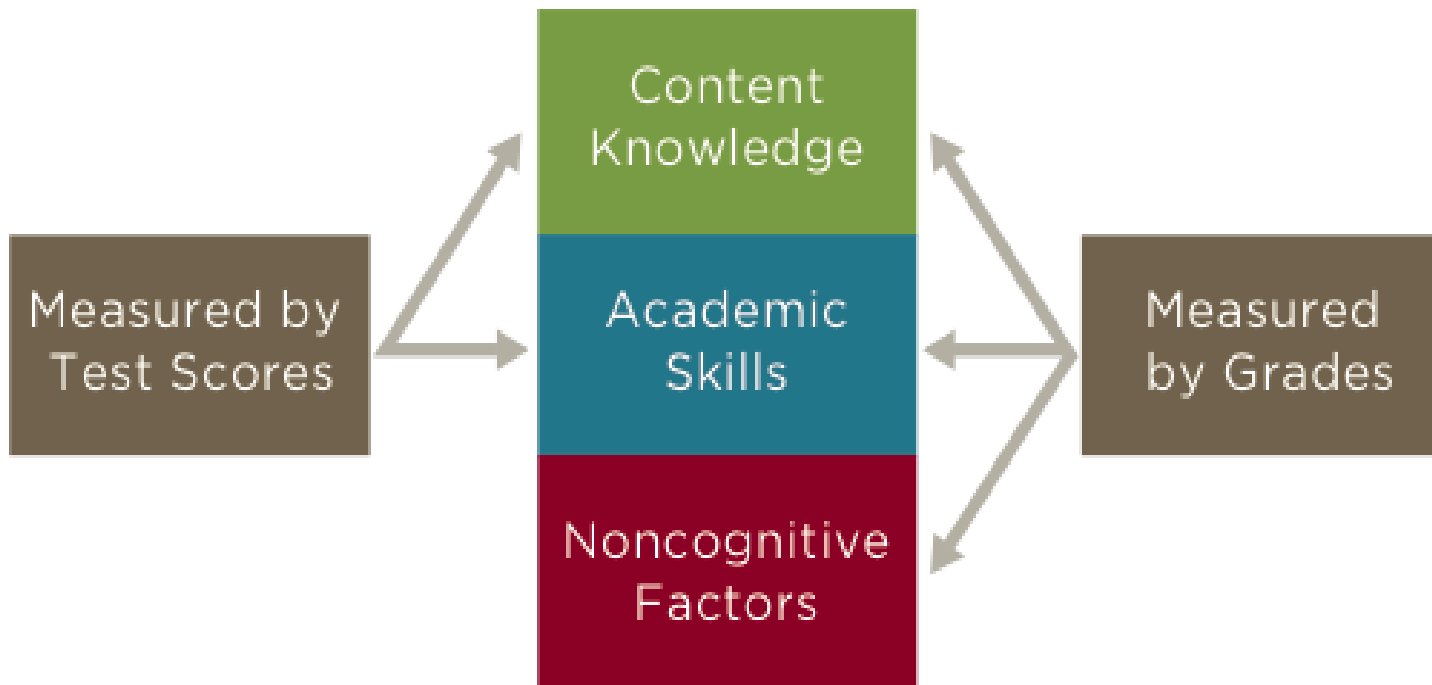


# The family



# The Story

## Factors Measured by Test Scores versus Grades



# The Best Education for Life



# What is Mental Toughness?

“A **personality trait** which determines in **large part** how people **deal with** challenge, stressors, opportunity and pressure.”

Research shows a close correlation with:

- ❖ Performance – explains up to 25% of the variation in attainment
- ❖ Behaviour – more engaged, more positive, more “can do”
- ❖ Wellbeing – more contentment & better stress management

# The four big questions

- ❖ Does Mental Toughness really exist?
- ❖ Can it be measured?
- ❖ Is it useful?
- ❖ Can Mental Toughness be developed?



# Mental Toughness



“Today you are You,  
that is truer than true.  
There is no one alive  
who is Youer than  
You.” - Dr. Seuss



# One root is from Health Psychology:

Professor Peter Clough & AQR International

Developed the model and a psychometric measure

# MTQ48



# The Four C's

**Mental Toughness** has 4 components:

**Control**

**Commitment**

**Challenge**

**Confidence**



**Which combine to provide an overall measure of Mental Toughness.**

Think of these as aspects of mindset.

# View through a lens...



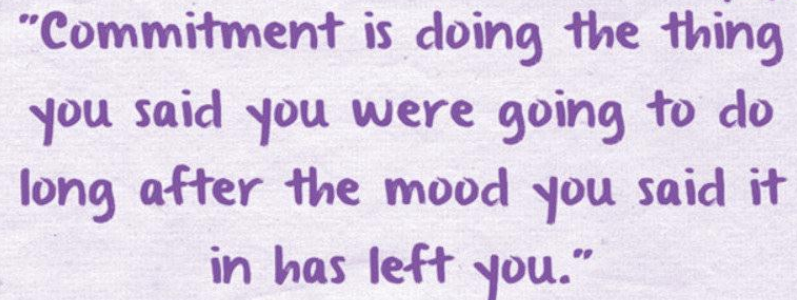
# Commitment

## 'Stick-ability'

Describes to what extent you will “make promises” keep those promises.

Two elements:

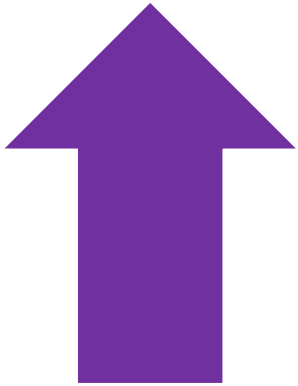
- ❖ **Goal Orientation**
- ❖ **Achieving**



“Commitment is doing the thing  
you said you were going to do  
long after the mood you said it  
in has left you.”

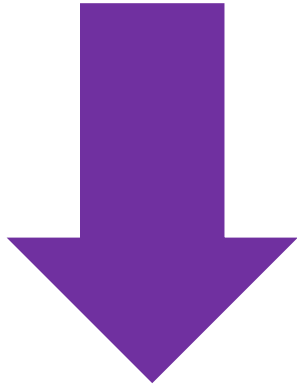
- Unknown

# Commitment – Goal Orientated



**Those who are goal orientated** like working to goals and targets

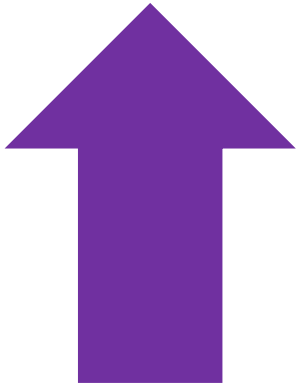
- ❖ Targets motivate them – a source of drive
- ❖ Set personal bests and seek to better them
- ❖ Visualise success and feel it
- ❖ Like being tested – an opportunity to show what they can do



**Those who are not goal orientated** will avoid setting goals and targets – failure will expose them as “failures”.

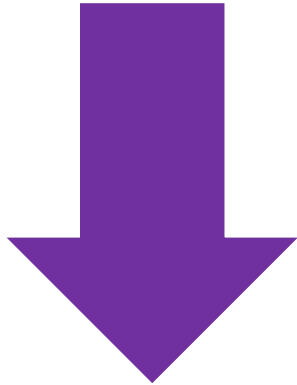
- ❖ Goals & targets, exams, tests, assignments are intimidating – an issue for performance management.
- ❖ Will try to ignore goals and targets.
- ❖ Distract attention from the goal – “I would have done it but I did this other thing/ was asked to do something else, etc.”

# Commitment - Achieving



**Those who are high in commitment** achieve Goals and Targets

- ❖ Will prioritise effort and activities
- ❖ Prepared to do what it takes
- ❖ Maintain Focus
- ❖ Delivers on time
- ❖ Have a strong sense of conscientiousness



**Those who are low in commitment** allow themselves to be easily distracted

- ❖ Easily bored – won't commit time and effort
- ❖ Find working to a goal stressful
- ❖ Often adopt a minimalist approach
- ❖ More likely to be late for things

# Are there “downsides” for those “High” in commitment?



# Are there “downsides” for those “High” in commitment?

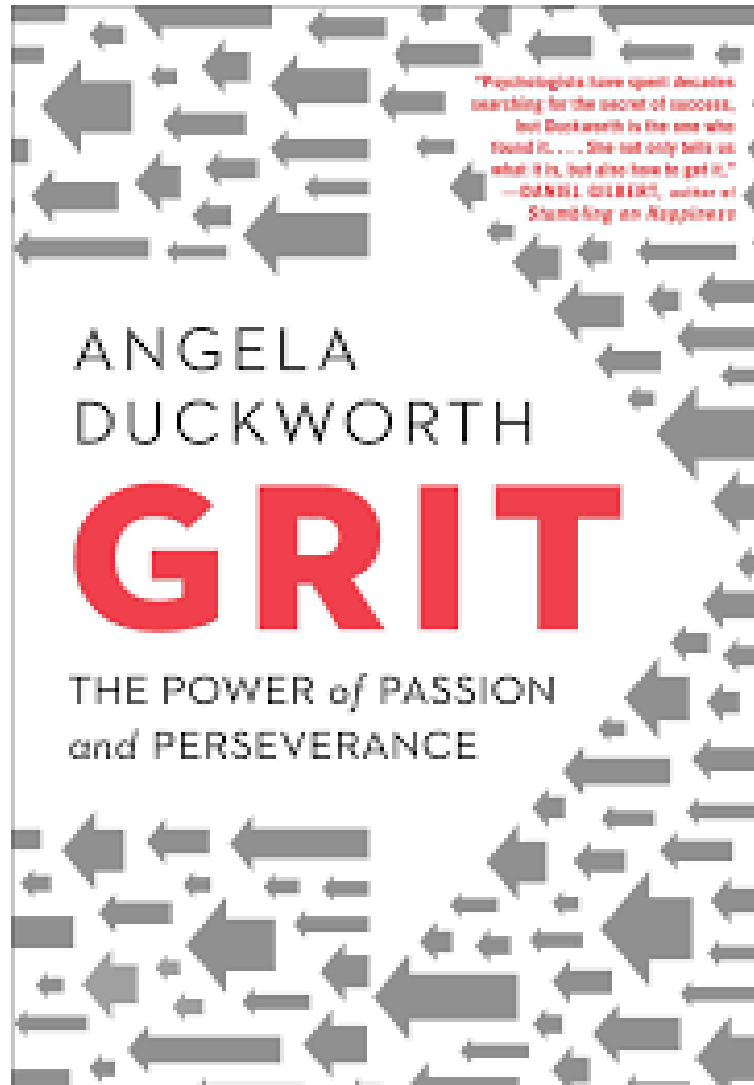
- ❖ Can overcommit!
- ❖ Can fail to see that others aren't motivated in the same way.
- ❖ May miss doing things that are equally important or more pressing.
- ❖ May “manage by numbers”.





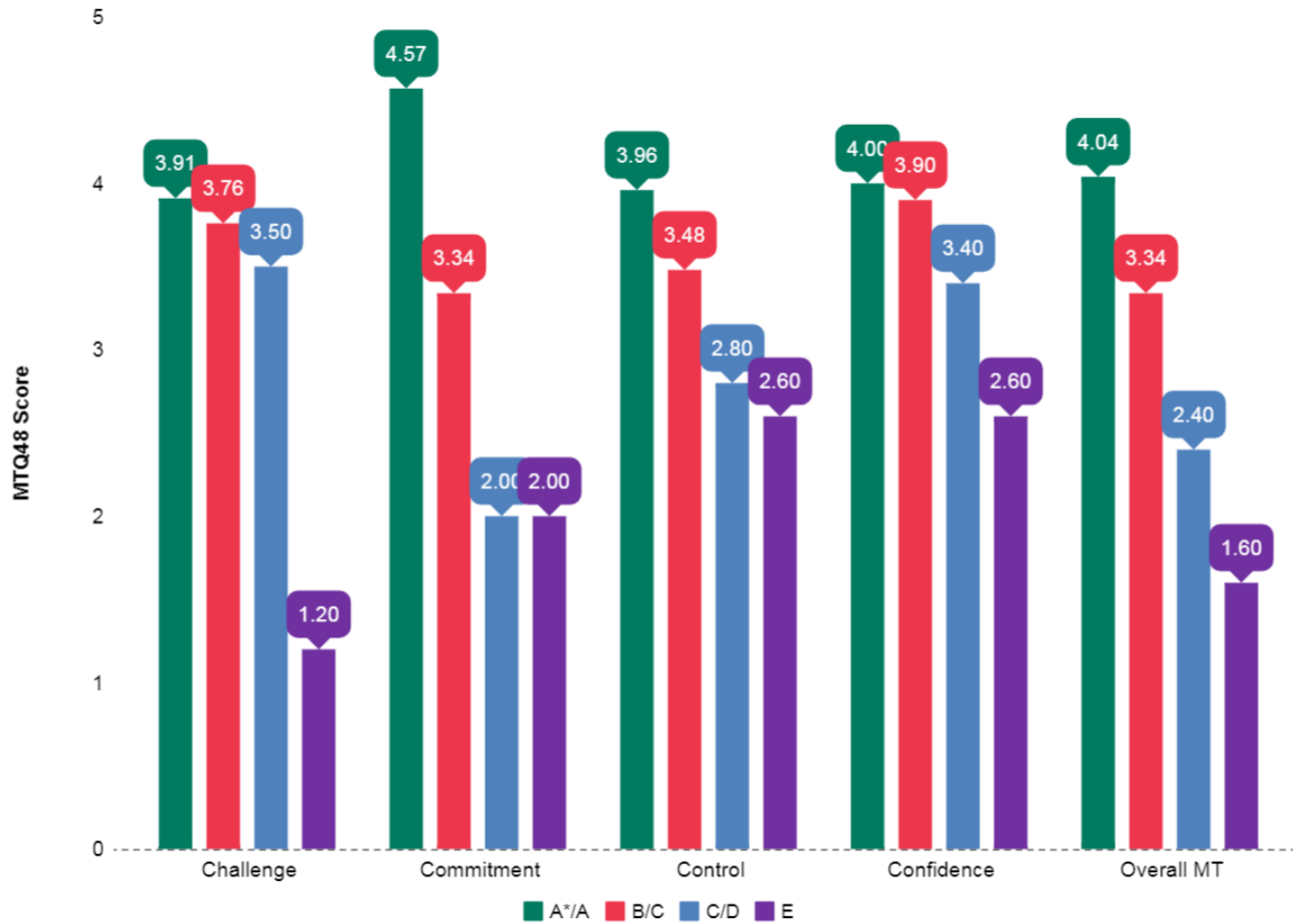
# Angela Duckworth

## Grit



***Rotman***  
a new way to think

# Year 11 Study (MTQ48, 2013)



# The Effort Scale

ON A SCALE OF ONE TO TEN...



fort

# The Effort Scale

ON A SCALE OF ONE TO TEN...



Not really working

3-4 hours – the odd  
free – a little at home.

Hard work.

10 -12 hours a week  
outside lessons.

The hardest you've  
ever worked.

20 hours a week  
outside lessons.

2. What sort of activities do you do? Use the table below:

|  | Always            | Sometimes | Never |
|--|-------------------|-----------|-------|
| Reading Through Class Notes                    |                   |           |       |
| Using resources on <u>Bloodle</u>              |                   |           |       |
| Using Course Textbooks                         |                   |           |       |
| Mind Maps / Diagrams                           |                   |           |       |
| Making / Re-making Class Notes                 | <b>Step One</b>   |           |       |
| Highlighting / Colour Coding                   |                   |           |       |
| Flashcards                                     |                   |           |       |
| Using a Revision Wall to Display your Learning |                   |           |       |
| Writing Exam Answers Under Timed Conditions    | <b>Step Two</b>   |           |       |
| Reading Model Answers                          |                   |           |       |
| Using Past Exam Questions & Planning Answers   |                   |           |       |
| Marking Your Own Work to a Mark Scheme         |                   |           |       |
| Studying Mark Schemes or Examiner's Reports    |                   |           |       |
| Working with Other Students in Groups / Pairs  |                   |           |       |
| Comparing Model Answers Against Your Own Work  | <b>Step Three</b> |           |       |
| Creating Your Own Exam Questions               |                   |           |       |
| Handing in Extra Exam Work for Marking         |                   |           |       |
| One to One Discussions with Teachers / Tutors  |                   |           |       |

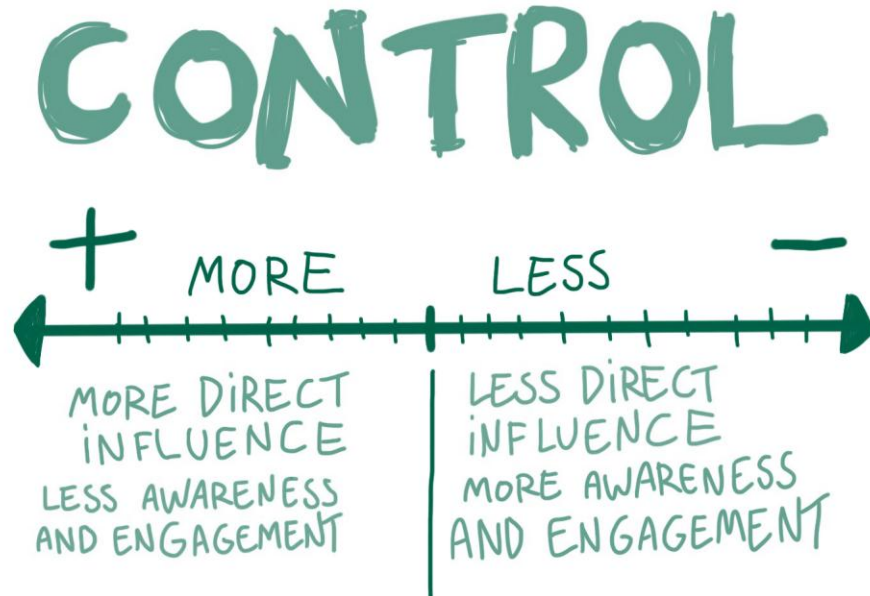
# Control

## 'Can do'

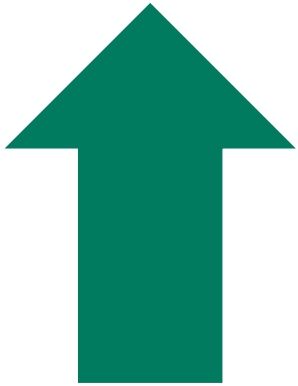
Describes to what extent you believe you control and shape what happens to you.

Two elements:

- ❖ Life-Control
- ❖ Emotional Control

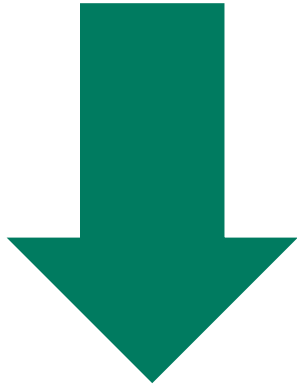


# Control – Life Control



## **Someone with a strong sense of Life Control**

- ❖ Believe they make a difference
- ❖ See the solution rather than the problem
- ❖ Happily multi-task
- ❖ Is good at planning & organisation
- ❖ Their cup is half-full. Everything is possible.

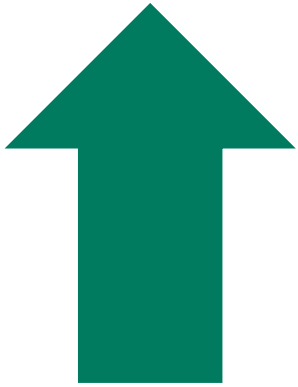


## **Someone with a low sense of Life Control**

- ❖ Believe things happened to them
- ❖ Tend to wait for things to happen rather than take the initiative
- ❖ Find it hard to do one than one thing
- ❖ Won't see opportunities within their own skill set
- ❖ Will adopt the use of cautious language and phrases

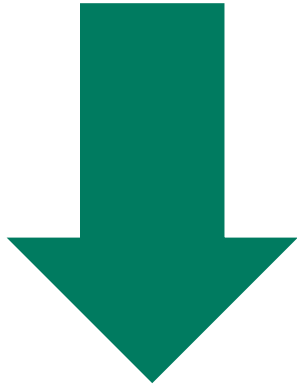


# Control – Emotional Control



## **Someone with a strong sense of Emotional Control**

- ❖ Reveal only to others emotions and feelings they want to show
- ❖ Difficult to provoke or annoy
- ❖ Stay calm in a crisis
- ❖ Do not appear anxious
- ❖ High levels of self-awareness



## **Someone with a low sense of Emotional Control**

- ❖ Lets everyone know exactly how they are feeling
- ❖ Show emotions when provoked or challenged
- ❖ Shows a reaction when criticised
- ❖ Sulks when things don't go their way

# Are there 'downsides' for those high in control?



# Are there 'downsides' for those high in control?

- ❖ Can take on too much.
- ❖ Can be intolerant of those who aren't as positive.
- ❖ Can be control freaks & micro manage – take over when others don't step up.
- ❖ Can be perceived as bullies – “can do” can intimidate others.



# Circles of Control



# Challenge

## 'Drive'

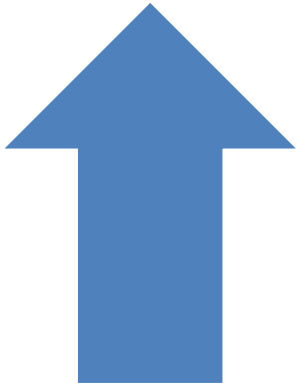
Describes to what extent you see challenges, change, adversity & variety as opportunities or as threats.

Two elements:

- ❖ **Managing Risk**
- ❖ **Learning from Experience**

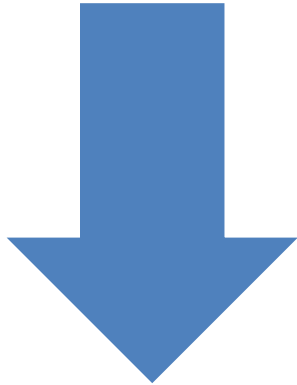
ARE YOU UP FOR  
THE CHALLENGE?

# Challenge



## **Someone with a strong sense of Challenge**

- ❖ Likes Challenge
- ❖ Will seek and provoke change
- ❖ Likes problem solving
- ❖ Volunteers for projects
- ❖ Enjoys learning
- ❖ Motivated by feedback to improve



## **Someone with a low sense of Challenge**

- ❖ Does not like sudden changes
- ❖ Does not like shocks
- ❖ Dislikes being in new situations
- ❖ Prefers routine
- ❖ Intimidated by challenges
- ❖ See failure and setback as terminal

# Are there 'downsides' for those high in challenge?



# Are there 'downsides' for those high in challenge?

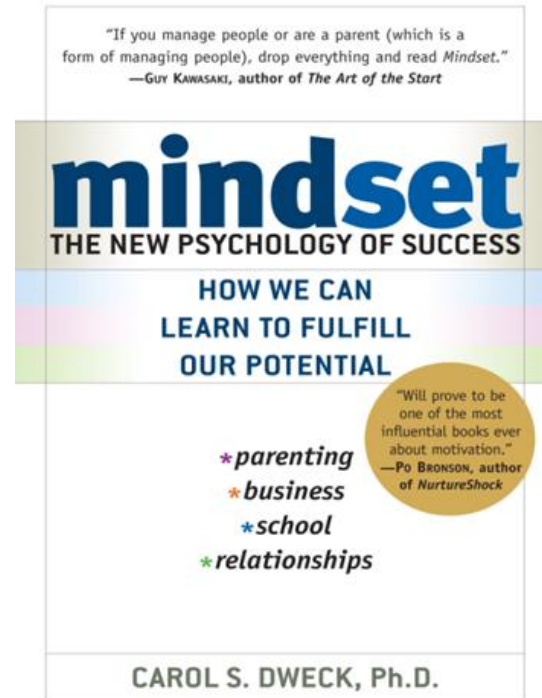
- ❖ Can take on too much
- ❖ Can get excited about everything
- ❖ Can take on too much risk
- ❖ Easily bored – will often create too much change
- ❖ Can create initiative overload
- ❖ Can enjoy the learning more than the application



# Carol Dweck

- ❖ Key lesson: Importance of praise and the nature of praise.
- ❖ Recognising effort & hard work rather than ability.
- ❖ This is a recurring theme across all the scales in Mental Toughness.

## Growth Mindset





## **Carol S. Dweck on how the two mindsets influence behavior and achievement**

# Confidence

## 'Self Belief'

Describes to what extent you believe you have the ability to deal with what you will face.

Two elements:

- ❖ **Confidence in Abilities**
- ❖ **Interpersonal Confidence**

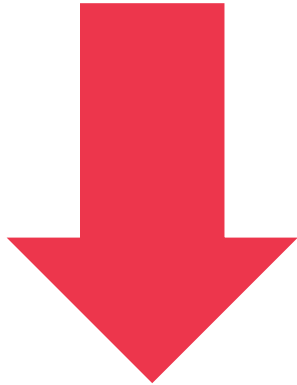


# Confidence in Abilities



## **Someone with high Confidence in Abilities**

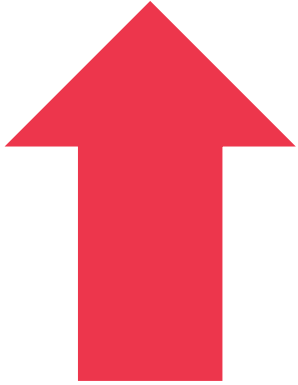
- ❖ Little or no need for external validation
- ❖ Tend to be risk-orientated
- ❖ Seek critical feedback
- ❖ Will have a go



## **Someone with low Confidence in Abilities**

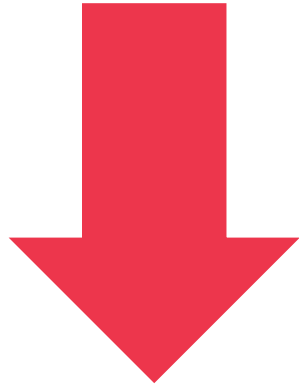
- ❖ Will take critical remarks as confirmation of their self-limiting beliefs
- ❖ Don't like to try new things
- ❖ Will be reluctant to ask questions

# Interpersonal Confidence



## **Someone with high Interpersonal Confidence**

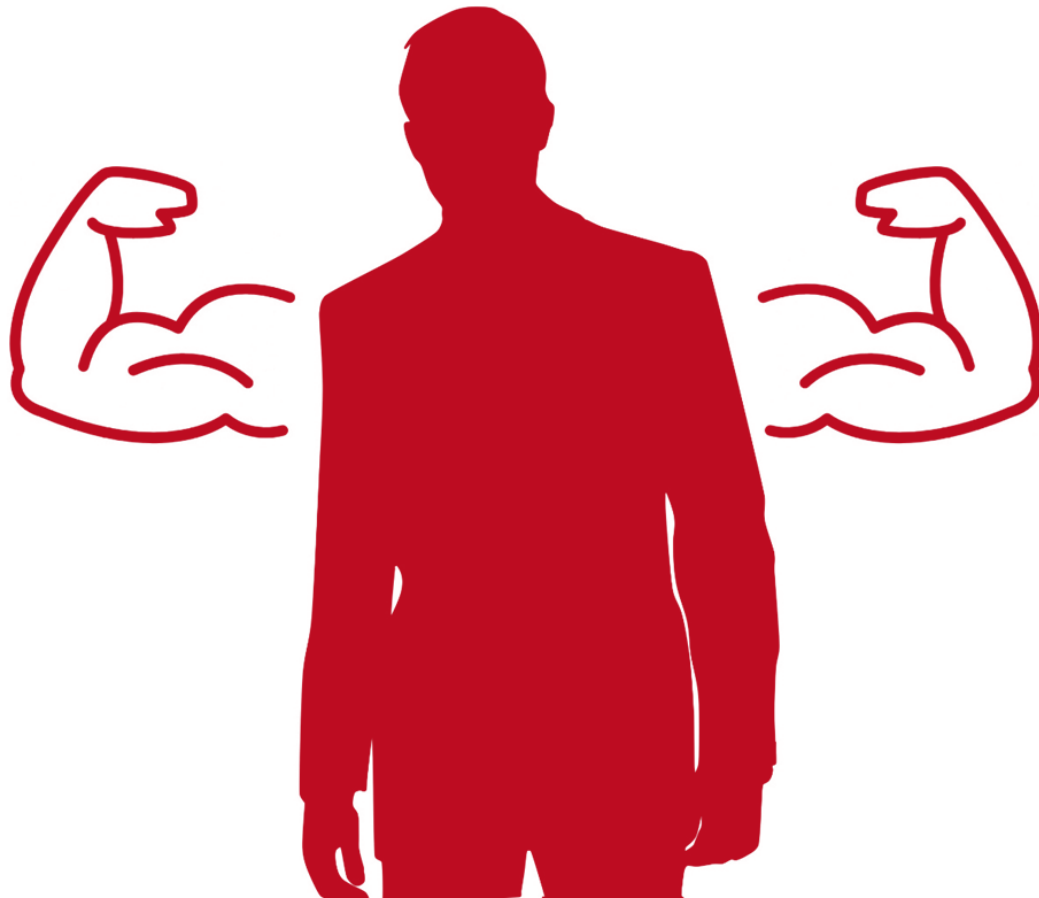
- ❖ Will stand their ground
- ❖ Not easily embarrassed
- ❖ Comfortable working in a group
- ❖ Happy to ask for help and support
- ❖ Enjoys discussion and debate



## **Someone with low Interpersonal Confidence**

- ❖ Easily intimidated
- ❖ Can be shy
- ❖ May not contribute to meetings
- ❖ Lack the confidence to express what they know in writing
- ❖ Will allow others to dominate

# Are there 'downsides' for those high in confidence?



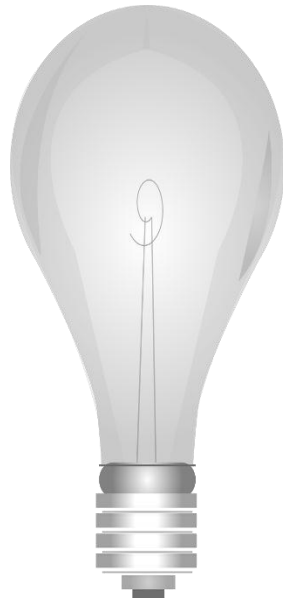
# Are there 'downsides' for those high in confidence?

- ❖ May not have the abilities they credit themselves for
- ❖ Can take on too much
- ❖ Can intimidate others
- ❖ Can be intolerant of those who aren't as able
- ❖ Can be perceived as bullies
- ❖ Can believe they are right – even when they are wrong!
- ❖ May appear poor at listening
- ❖ Can interrupt a great deal
- ❖ Can rely on 'gift of the gab'



# Think Three Positives

- 1) Think about what you did yesterday.
- 2) In the next two minutes write down the 3 things that spring to mind. Could be things you've learned, things you've done, praise received, a good act etc.
- 3) How did it make you feel?



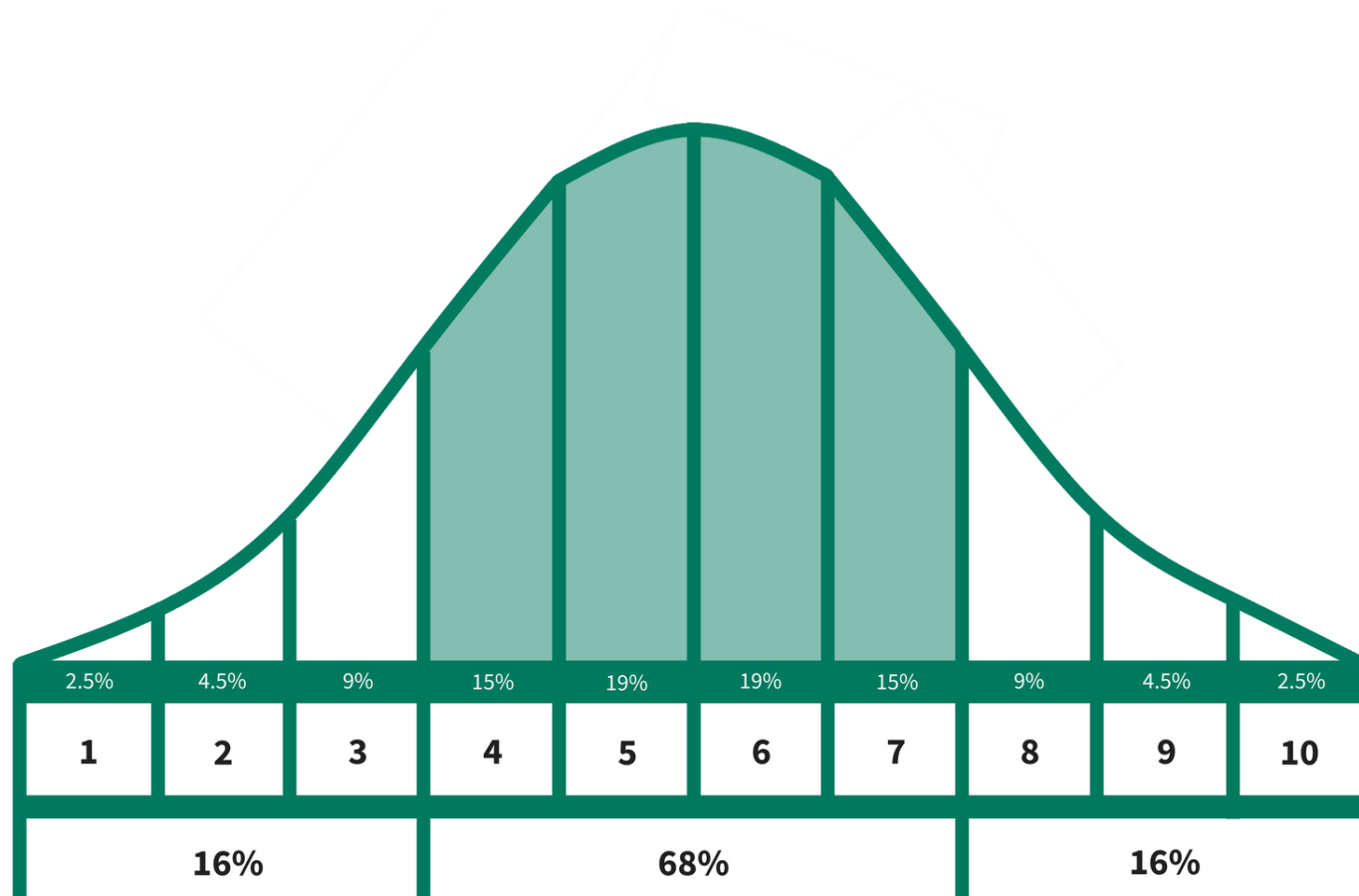


# Can we assess Mental Toughness?

## MTQ48

- ❖ **Reliable, valid, normative**
- ❖ **Can assess individual and groups**
- ❖ **3 reports**
- ❖ **Useful for evaluation and research**

# MTQ48...What do the scores mean?



# MTQ48 and the individual

- Detailed insight to their mindset

**MENTAL  
TOUGHNESS**

1 2 3 4 5 6 7 8 9 10

**CONTROL**

1 2 3 4 5 6 7 8 9 10

- **Life Control**

1 2 3 4 5 6 7 8 9 10

- **Emotional**

1 2 3 4 5 6 7 8 9 10

**COMMITMENT**

1 2 3 4 5 6 7 8 9 10

**CHALLENGE**

1 2 3 4 5 6 7 8 9 10

**CONFIDENCE**

1 2 3 4 5 6 7 8 9 10

- **In Abilities**

1 2 3 4 5 6 7 8 9 10

- **Interpersonal**

1 2 3 4 5 6 7 8 9 10

# The ISC Study



independent  
schools  
council

|                                 | Independent Schools<br>Average | State Schools<br>Average | Difference<br>IS > SS |
|---------------------------------|--------------------------------|--------------------------|-----------------------|
| <b>Overall Mental Toughness</b> | <b>4.26</b>                    | <b>3.94</b>              | <b>+ 0.32</b>         |
| <b>Control</b>                  | 4.16                           | 4.06                     | + 0.10                |
| Life Control                    | 4.00                           | 3.72                     | + 0.28                |
| Emotional Control               | 4.47                           | 4.56                     | - 0.09                |
| <b>Commitment</b>               | 4.34                           | 3.76                     | + 0.58                |
| <b>Challenge</b>                | 4.19                           | 3.68                     | + 0.51                |
| <b>Confidence</b>               | 4.47                           | 4.49                     | - 0.02                |
| Confidence in Abilities         | 4.37                           | 4.59                     | - 0.22                |
| Interpersonal Confidence        | 4.59                           | 4.59                     | -                     |

# Merchant Taylors' Schools

## Descriptive Statistics

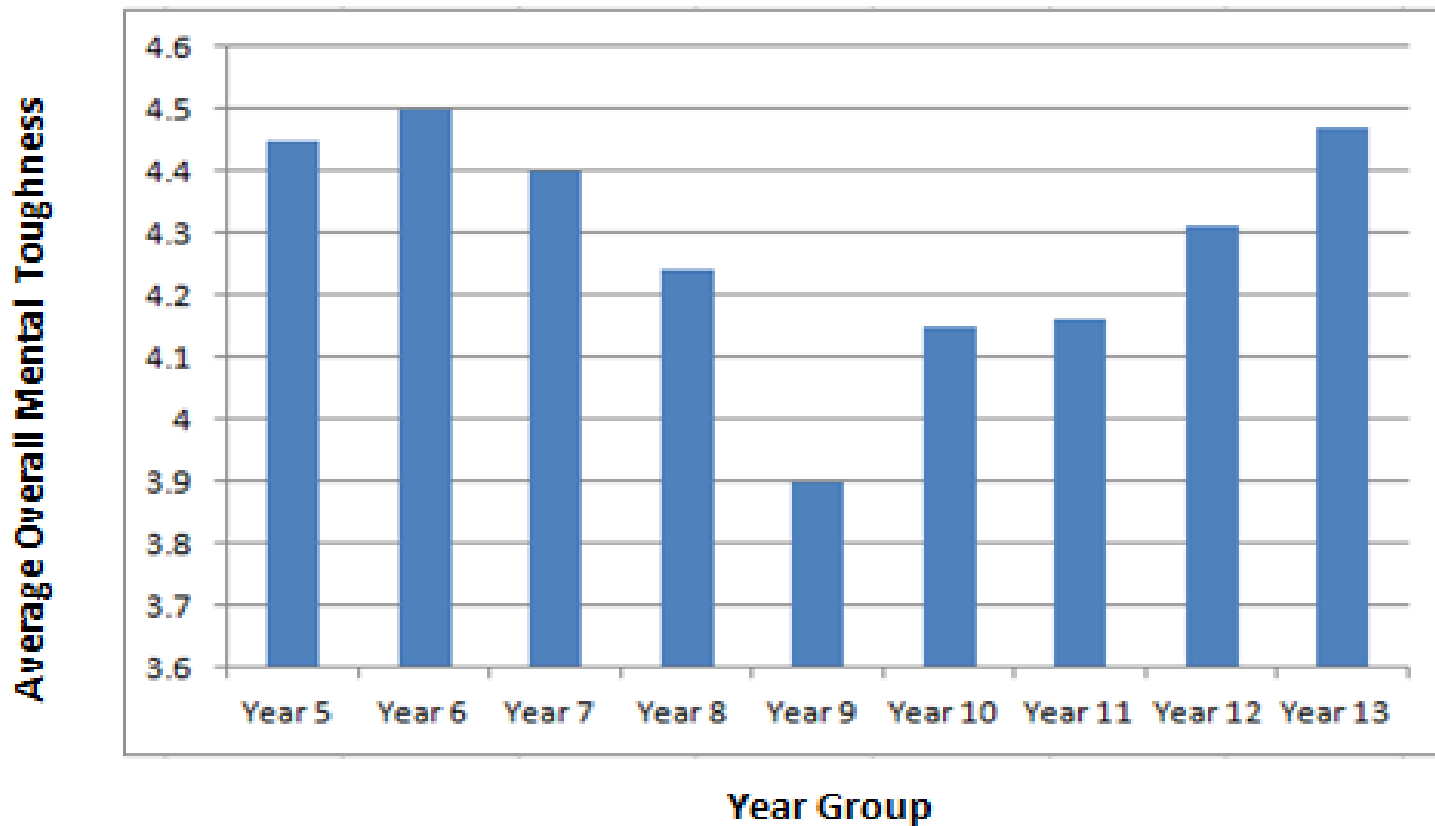
If the sample is normally distributed the mean will be 5.5. Scores above or below this level may indicate the mental toughness or mental sensitivity (overall and in terms of each scale) of the selected group.

Please note that 5.5 is not necessarily an ideal score. It is for each organisation or group to determine what the preferred level of mental toughness could be for its particular situation.

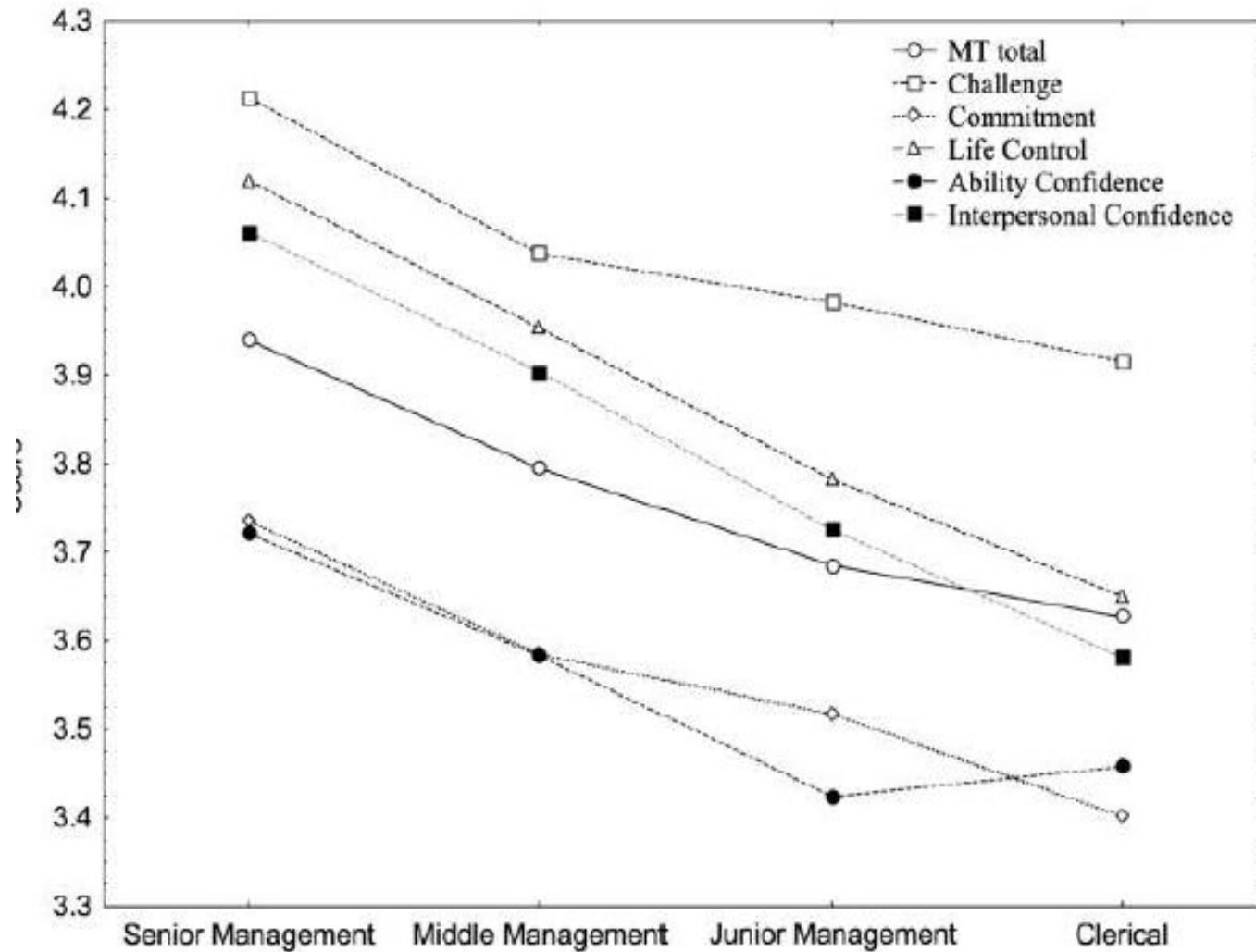
|                          | N  | range | Min | Max | Mean |
|--------------------------|----|-------|-----|-----|------|
| Total mental toughness   | 59 | 9     | 1   | 10  | 5.12 |
| Control                  | 59 | 9     | 1   | 10  | 4.56 |
| Emotional control        | 59 | 9     | 1   | 10  | 4.41 |
| Life control             | 59 | 9     | 1   | 10  | 4.76 |
| Commitment               | 59 | 9     | 1   | 10  | 5.22 |
| Challenge                | 59 | 9     | 1   | 10  | 5.12 |
| Confidence               | 59 | 9     | 1   | 10  | 5.05 |
| Confidence in abilities  | 59 | 9     | 1   | 10  | 4.85 |
| Interpersonal confidence | 59 | 9     | 1   | 10  | 5.17 |

# MT and Year Groups

## Overall Mental Toughness

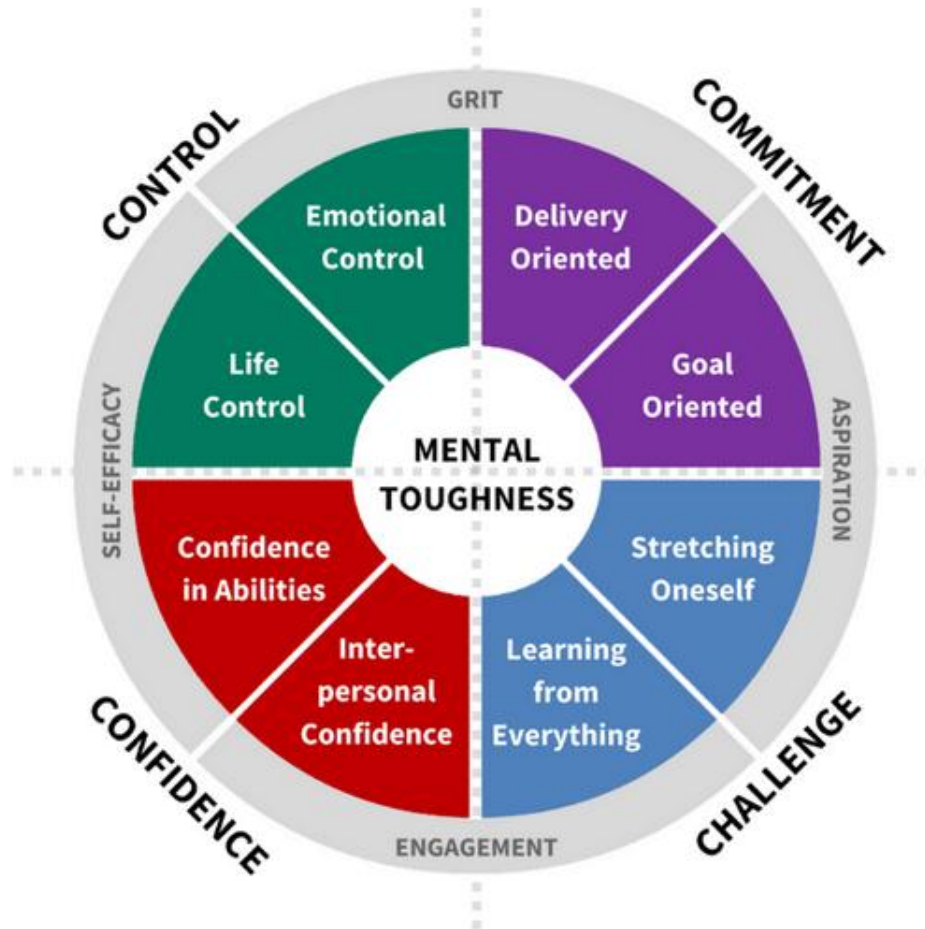


# Journal of Managerial Psychology





# Mental Toughness Framework



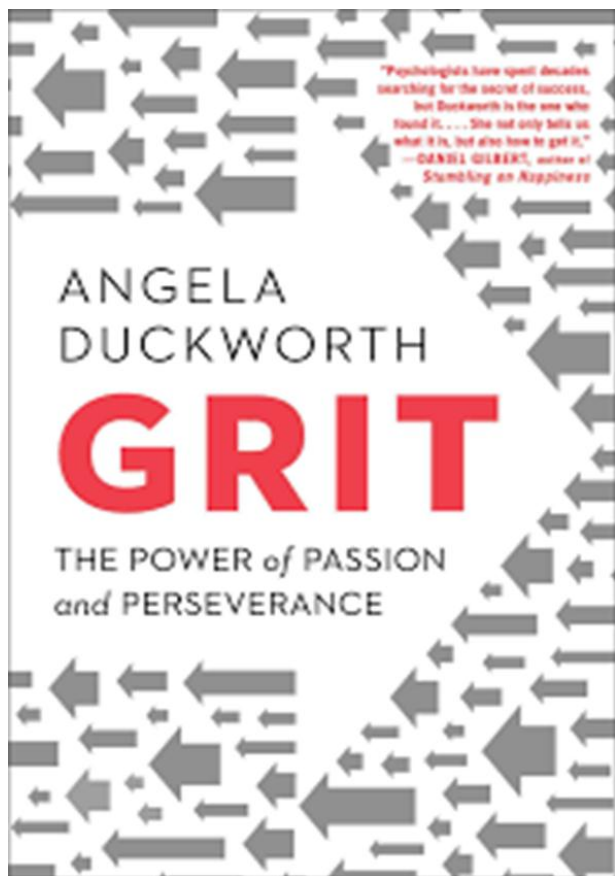
## Resilience

Coping with life's difficulties



## Positivity

Seeing and seizing opportunity



"If you manage people or are a parent (which is a form of managing people), drop everything and read *Mindset*."  
—GUY KAWASAKI, author of *The Art of the Start*

# mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN  
LEARN TO FULFILL  
OUR POTENTIAL

\*parenting  
\*business  
\*school  
\*relationships

"Will prove to be one of the most influential books ever about motivation."  
—PO BRONSON, author of *NurtureShock*

CAROL S. DWECK, Ph.D.

The **A Level  
Mindset**

40 activities for  
transforming  
student  
**commitment,  
motivation and  
productivity**

Steve Oakes and Martin Griffin

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