

# **GRIT: ANGELA DUCKWORTH**

## **The Power of Passion and Perseverance**

*This book abstract is intended to provide just a glimpse of this wonderful book with the hope that you may like to read the original book at leisure and enjoy its real beauty.*

### **Part I: What Grit Is and Why It Matters**

#### **Chapter 1: Showing Up**

##### **Description of Beast-American Military Training**

**You are challenged in a variety of ways in every development area-mentally, physically, militarily and socially. The system will find your weaknesses, but that's the point-West Point toughens you.**

**Rising to the occasion had almost nothing to do with talent. Rather, what mattered was a never give up attitude.**

**It is critically important-and not at all easy-to keep going after failure.**

The highly accomplished were paragons of perseverance. They were satisfied being unsatisfied. Each was chasing something of unparalleled interest and importance, and it was the chase-as much as the capture-that was gratifying. Even if some of the things they had to do were boring, or frustrating, or even painful, they wouldn't dream of giving up. Their passion was enduring. They not only had determination, they had direction.

**It was a combination of passion and perseverance that made achievers special. In a word, they had grit.**

#### **Chapter 2: Distracted by Talent**

Anyone who has been a teacher knows that there is no harder job in the world.

**Overachievers would reliably come to the class every day with everything they needed. They took notes and asked questions. When they didn't get something the first time around, they tried again and again, sometimes coming for extra help during their free period. Their hard work showed in their grades.**

**Best school students were distinguished more by their work ethic than by their intelligence. They studied hours and hours every day.**

**In class, the attention was rapt. After class, he would stay and ask, politely, for harder assignments.**

**Bad grades made them feel bad, but they did not dwell on it. They figured out what wrong they did, and then did things differently.**

**Darwin: Excepting fools, men did not differ much in intellect, only in zeal and hard work. He said about himself: "I think I am superior to the common man in noticing things which easily escape attention, and in observing them carefully." He kept thinking about the same questions long after**

others would move on to different-no doubt-easier problems. He kept all questions alive at the back of his mind, ready to be retrieved when a relevant bit of data presented itself.

**William James observed:** Compared with what we ought to be, we are only half awake. Our fires are damped, our drafts are checked. We are making use of only a small part of our possible mental and physical resources.

**He further observed:** The human individual lives usually far within his limits; he possesses powers of various sorts which he habitually fails to use. He energises below his maximum, and he behaves below his optimum.

**A famous musician said:** well, I guess I may have some talent, but I think, more than that, I loved music so much I practiced 4-6 hours a day throughout childhood, and even in college with a punishing schedule. I wanted to get better and better and better. When I practiced piano, I pictured myself onstage in front of a crowded audience, and imagined them clapping.

**McKinsey authors describe talent as a sum of a person's abilities-intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It includes ability to learn and grow.**

**A teacher who tells a student:** "Who knows what you can do?" can inspire him to take up challenges.

### **Chapter 3: Effort Counts Twice**

**If we overemphasize talent, we underemphasize everything else.**

**Dan Chambliss observed from a study:** Superlative performance is really a confluence of dozens of small skills or activities, each one learned or stumbled upon, which have been carefully drilled into habit and then are fitted together in a synthesized whole. There is nothing extraordinary or superhuman in any one of these actions; only the fact that they are done consistently and correctly, and all together, produce excellence.

**Main thing is that greatness is doable. Greatness is many individual feats, and each of them is doable. High level performance is, in fact, an accretion of mundane acts.**

We want to believe that Mark Spitz was born to swim. We don't want to sit on the pool deck and watch him progress from amateur to expert. Mythologizing talent lets us off the hook by telling us; "there is no need to compete."

"Stop reading so much and go think."

**Talent x effort = skill,    Skill x effort = achievement**

**Effort builds skill. At the same time, effort makes skill productive.**

**James Irving rewrites draft after draft of his novels. Since reading and writing didn't come easily, Irving learned that "to do anything really well, you have to overextend yourself. He said, "I have confidence in my stamina to go over something again and again no matter how difficult it is."**

**Will Smith, the famous actor observed:** "I have never really viewed myself as particularly talented. Where I excel is ridiculous, sickening work ethic." He further says that: the only thing that I see that is distinctly different about me is: I am not afraid to die on the treadmill. I will not be outworked, period. You might have more talent than me, you might be smarter than me, and you might be sexier than me. You might be all of those things. You got it on me in nine categories.

**But if we get on the treadmill together, there's two things: You're getting off first, or I am going to die. It's really that simple."**

Treadmill Test at the age twenty was a surprisingly reliable predictor of psychological adjustment throughout adulthood. Physical health predicted later psychological well-being. When it comes to how we fare in marathon of life, effort counts tremendously.

**Woody Allen: Eighty percent of success in life is showing up.**

**Staying on treadmill is one thing, and I do think it's related to staying true to your commitments even when we are not comfortable. But getting back on treadmill the next day, eager to try again, is even more reflective of grit. Because when you don't come back the next day-when you permanently turn your back on a commitment-your effort plummets to zero. As a consequence, your skill stops improving, and at the same time, you stop producing anything with whatever your skills you have.**

**How many of us start something new, full of excitement and good intentions, and then give up-permanently-when we encounter the first real obstacle?**

**Many of us, it seems, quit what we start far too early and far too often.**

**Someone twice as talented but half as hardworking as another person might reach the same level of skill but still produce dramatically less over time. This is because as strivers are improving in skill, they are also employing the skill to produce more.**

The separation of talent and skill is one of the greatest misunderstood concepts for people who are trying to excel, who have dreams, who want to do things. Talent you have naturally. Skill is only developed by hours and hours and hours of beating on your craft.

I would add that skill is not the same thing as achievement. Without effort, your talent is nothing more than your unmet potential.

## **Chapter 4: How Gritty Are You?**

Grit is more about stamina than intensity. There are no shortcuts to excellence.

It's doing what you love, but not just falling in love-staying in love.

Grit changes with time. It has two components: passion and perseverance.

Passion is not obsession or infatuation. It is a commitment of a different kind. Rather than intensity, it is consistency over time.

Passion can develop over a period of years. It may not be a process of passive discovery, but an active construction. We can create it.

Passion can be a compass-that thing that takes you some time to build, tinker with, and finally get right, and then guides you on your long and winding road to where, ultimately, you want to be.

**Seattle Seahawks coach Pete Carroll asks: "Do you have a life philosophy?" He is not asking about your usual goals (short or long term). He is asking what you are trying to get out of life. He is asking about your passion.**

Pete's philosophy is: Do things better than they have ever been done before. It may take a while for you to figure out.

**A clear, well defined philosophy gives you guidelines and boundaries that keep you on track. He is talking about hierarchy of goals (Top level, mid- level, and low level). At the bottom are our most concrete and specific goals-the tasks we have on short term to-do list. These are merely means to ends. In contrast, the higher the goal in this hierarchy, the more abstract, general, and important it is. The higher the goal, the more it's end in itself, and the less it's merely a means to an end.**

**There can be several layers of mid level goals. Ask yourself "why" about every goal. This leads you to your high level goals. The top level goal is an end in itself. It is an "ultimate concern" for you. It has an influence on everything you do. It makes you happy. You care about the same ultimate goal in an abiding, loyal, steady way. You are pointing in the same direction, ever eager to take evn the smallest step forward than to take a step to the side. Most of your actions derive their significance from the allegiance to your ultimate concern. it organizes**

Grit is about holding the same top-level goal for a very long time. It is so very interesting and important that it organizes a great deal of your waking activity. In very gritty people, most mid level goals are in some way or another, related to that ultimate goal.

**Warren Buffet's advice on goal prioritizing: first, you write down a list of 25 career goals. Second, you do some soul searching and circle the five highest priority goals. Just five.**

**Third, you take a good hard look at the twenty goals you didn't circle. These you avoid at all costs. They are what distract you; they eat away time, and energy, taking your eye from the goals that matter more.**

This process is important because we can confuse these with mid-term goals.

To help in the above exercise, assign marks out of 10 to each goal for importance and interest, separately. Then multiply these two scores and then rank them. What you may find is that lot of these goals are related to one another. The majority, in fact, were means to the ends. There are only few professional goals for which this was not true. Avoid these at all cost.

I would just add one more step. Ask yourself, "To what extent do these goals serve a common purpose?"

You may abandon a few things you are working on hard. Not all of them will work out. They are just means to an end.

After lot of reflecting and living, the highest goal gets written in ink, and the lower ones get written in pencil so that you may revise or if required, erase them altogether.

**Motto of Green Berets: Improvise, adapt, and overcome.**

In life, 9 out of 10 things never work out. Giving up on lower level goals is not only forgivable, it's sometimes absolutely necessary. Swap for something more feasible. You can also switch path to one which is more efficient and fun.

On long journey, detours are to be expected.

However, be stubborn for the highest level goal.

The pain of failures is real, but I don't dwell on those for long.

**Passion Indicators:**

Degree to which he works with distant objects in view. Active preparation for the later life. Working toward a definite goal.

Tendency not to abandon tasks from mere changeability. Not seeking something fresh because of novelty. Not “looking for a change.”

### **Perseverance Indicators:**

Degree of strength or perseverance. Quiet determination to stick to a course once decided upon.

Tendency not to abandon tasks in the face of obstacles. Perseverance, tenacity, doggedness.

## **Chapter 5: Grit Grows**

Every human trait including Grit is influenced by both genes and experience. This applies to honesty, generosity, IQ.

Talents are not entirely genetic. The rate at which we develop any skill is also crucially, a function of experience.

The environment we grow up in matters a lot.

Flynn effect: virtuous cycle of skill improvement through social multiplier effect.

**Grit grows as we figure out life philosophy, learn to dust ourselves off after rejection or disappointment. We develop the capacity for long term passion and perseverance as we grow older. Most of us become conscientious, confident, caring, and calm with life experience.**

John Irving: To do everything very well, you have to overextend yourself. In doing something over and over again, something that was never natural becomes almost second nature. The capacity to do work diligently doesn't come overnight.

As circumstances change, we rise to the occasion. We change when we need to. Necessity is the mother of adaptation.

Lectures don't have half the effect of consequences.

### **How grit grows?**

A good place to start is to understand where you are today. If you are not as gritty as you want, ask yourself why.

### **4 psychological assets of gritty people.**

- 1. Interest.**
- 2. Capacity to practice. Daily discipline of doing things better than we did yesterday. To be gritty is to resist complacency.**
- 3. Purpose. Conviction that your work matters.**
- 4. Hope. Rising to the occasion kind of perseverance. It defines every stage of grit. At various points, in big ways and small, we get knocked down. If we stay down, grit loses. If we get up, grit prevails.**

**These are not “you have it or you don't” commodities. You can learn to discover, develop, and deepen your interests. You can acquire a habit of discipline. You can cultivate a sense of purpose and meaning. And you can teach yourself hope.**

## Part II: Growing Grit from the Inside Out

### Chapter 6: Interest

Figure out what you enjoy most in life, and then try to do it full time. **Jeff Bezos says “if you are not passionate about what you are working on, you won’t be able to stick with it.”**

“What drives you on? **If you were to lose everything tomorrow, what would you do?”**

“I am so lucky, I get up every morning looking forward to work.

Satisfaction and performance improves with interest.

Like it or not, there are very real constraints in the choices we can make about how we earn our living.

**While it is naïve to think that we could love every minute of what we do. Nobody is interested in everything, and everyone is interested in something.**

Most grit paragons spent years exploring several different interests, and the one that became an obsession wasn’t even recognizable on first acquaintance. No love at 1<sup>st</sup> sight.

**Unrealistic expectations prevents young persons from developing a serious career interest. Same applies to the search for a romantic partner. Meeting a potential match-not perfect but a promising one-is only the very beginning.**

Passion for your work is a little bit of a discovery, followed by a lot of development, and then a lifetime of deepening.

Interests are not discovered through introspection. These are triggered by interactions with the outside world. The process is messy, serendipitous, and inefficient.

**Jeff Bezos: One of the huge mistakes people make is that they try to force an interest on themselves. You have to experiment to know. Requires lots of patience.**

Interests thrive when you have a crew of encouraging supporters-parents, teachers, coaches and peers. Positive feedback makes us feel happy, competent, and secure.

**Even in development of interest, there is work-practicing, studying, learning-to be done. It requires time, energy, and sacrifice.**

Encouragement and autonomy are important in early years.

Grittier persons make fewer career changes.

Babies have a strong, basic drive for novelty.

**Discovery: Ask yourself few simple questions. What do I like to think about? Where does my mind wander? What do I really care about? What matters most to me? How do I enjoy spending time? And in contrast, what do I find absolutely unbearable.**

After a general direction, experiment. Begin with the answers you are surest and build from there. Don’t be afraid to guess. It’s trial and error. Don’t be afraid to erase an answer that isn’t working out.

Interests must be triggered again and again. Have patience. Keep asking questions.

## **Chapter 7: Practice**

Kaizen: continuous improvement. Mega successful persons.

Persistent desire to do better. Positive state of mind.

**Experts do ‘deliberate practice’. 1<sup>st</sup> set a stretch goal in one narrow aspect of overall performance. Improve specific weaknesses. With undivided attention they strive to reach the stretch goal. Fine tuning every aspect of game. Experts hungrily seek feedback on how they did-particularly what they did wrong, not right.**

**Even the most complex and creative of human abilities can be broken down into its component skills, each of which can be practiced, practiced, and practiced.**

**Benjamin Franklin Autobiography: For improving his writing, he collected the very best essays in his favourite magazine. He read and reread them, taking notes, and then he hid originals in the drawer, and rewrote the essays, compared with the originals, discovered some of my faults and corrected them. He zeroed on specific weaknesses and drilled them relentlessly. For example to improve his logical arguments, he would jumble his notes and then attempt to put them in sensible order.**

Management guru Peter Drucker: Effective management demand doing certain-and fairly simple – things. It consists of smaller no. of practices...

**Atul Gawande-famous surgeon. Becoming a great surgeon requires practicing one difficult thing day and night for years on end.**

**David Blaine-The Magician: It’s practice, its training, it’s experimenting. While pushing through pain, the best that I can be.**

**Signature of experts is flow. Feeling effortless in high levels of challenge.**

Mistakes in presentations-Too many slides, not enough clear, understandable examples.

**Science of Practice:**

**A clearly defined goal. Full concentration and effort. Immediate and informative feedback. Repetition with reflection and refinement.**

**Students: Change the way they think about practice and achievement. Focus on your weaknesses and concentrate 100 %. Compared to social media time, they chose deliberate maths practice.**

**Make deliberate practice a habit. Find when you are most comfortable doing it. Then stick to it-same time and place. Achievers are creatures of habit.**

**Change the way you experience it. Deliberate practice can feel wonderful if you learn to embrace challenges rather than fear them. It’s all about in-the moment awareness without judgment.**

**Babies don’t mind learning from mistakes. We make them feel embarrassment, fear and shame as they grow up. Shame doesn’t help fix anything.**

**Instruct teachers to commit an error on purpose and let students notice.**

## Chapter 8: Purpose

The intention to contribute to the well being of others is also important. We feel happy if what we are interested in helps others as well.

Leaders are not just goal oriented, their goals are special.

Some persons with life threatening disease have found a new perspective in life through social service.

For most pleasure matters most for happiness, and for a few social service matters more. This a top level goal.

**3 bricklayers. First “I am laying bricks.” He just has a job. Second “I am building a church.” He had a career. Third “I am building the house of God.” He had a calling.**

**Job: Necessity of life, Career: Stepping stone to other jobs. Calling: Work MIMP thing in life.**

All of us want are looking for daily meaning and daily bread.

A garbage collector says that his job is exhausting, dirty and dangerous. But it is meaningful to society.

A French lord was given City Street cleaning as a punishment for goofing up. But he did it so well that he was commended for it.

A calling is not some full formed thing that you find. It's much more dynamic. Whatever you do, you can continually look at what you do and ask how it connects to other people, how it connects to the bigger picture, how it can be an expression of your deepest values. A bricklayer who says “I am laying bricks” might someday realize “I am building house of God.” Finding your job to be fun is the key.

**Michale Bain is a Professor of Internal Medicine. But his passion is well-being through mindfulness.** He always liked meditation, but it couldn't be a full time profession. While in medical school, he confessed this to his meditation teacher. He advised him that he will help more people by becoming a doctor. He started meditation classes for his patients with serious health conditions.

Teaching led me to an enduring interest in helping children do so much more with their lives than they might ever dream possible.

Use psychological science to help kids thrive.

**Research has shown that leaders and employees who keep both personal and pro-social interests in mind do better in the long run than those who are 100 % selfishly motivated.**

Children should get to see how difficult a life of purpose is-all the frustrations and obstacles-but also how gratifying, ultimately it can be.

Most of the rags to riches stories are “from poverty to purpose” ones. They have a work ethic and profound desire to be helpful.

Help people realize that they are far more capable than they know.

David Yeager: Reflect on how the work you are already doing can make a positive contribution to the society.

Amy Wrzesniewski: Think about how, in small but meaningful ways, you can change your work to enhance its connection to your core values.

Bill Damon: Find inspiration in a purposeful role model.



## **Chapter 9: Hope**

**Japanese saying: Fall seven, rise eight.**

**One kind of hope is expectation that tomorrow will be better than today. It comes without the burden of responsibility. The onus is on the universe to make things better.**

**Grit depends on a different kind of hope. It rests on the expectation that our own efforts can improve the future. They resolve to make tomorrow better.**

In my 1<sup>st</sup> year college I enrolled for a course in neurobiology. I did everything right from attending classes attentively, taking down notes, studying regularly. It was a tough course, and I was shaky in a few areas. I started panicking in quiz; I am not going to finish! I have no idea what I am doing! I am going to fail! It was a self fulfilling prophecy. I could not concentrate. I was advised to drop the course. I refused. The same thing repeated in the second quiz. The advice to drop was more stern this time or face a fail grade. There was panic, but my self-talk was defiantly hopeful: I won't quit! I can figure this out! I not only tried harder, but did things I had never done before. I went to every teaching assistant's office hours. I asked for extra work. I practiced doing the most difficult problems under time pressure-mimicking the conditions under which I needed to produce a flawless performance. I knew my nerves were going to be a problem at exam time, so I resolved to attain a level of mastery where nothing could surprise me. Finally I got a B in the course, my lowest grade, but the one which made me the proudest.

**A psychology experiment proved that it isn't suffering that leads to hopelessness. Its suffering you think you can't control. This can even lead to clinical depression.**

**Mart Seligman pioneered work on "Learned Optimism." Optimists are just as likely to encounter bad events as pessimists. Where they diverge is in their self-talk. Optimists habitually search for temporary and specific causes of their suffering, whereas pessimists assume permanent and pervasive causes are to blame.**

**Imagine: You can't get all the work done that others expect of you. Now imagine one major cause for this event. What leaps to mind? If you are a pessimist, you might say, "I screw up everything. Or: I am a loser. These explanations are permanent. There is not much you can do to change them. They are also pervasive; they are likely to influence lots of life situations, not just job performance. These turn minor complications into major catastrophes. They make it seem logical to give up.**

**If you are an optimist, you might say: I mismanaged my time. Or: I didn't work efficiently because of distractions. These are temporary and specific. Their fixability motivates you to start clearing them away as problems.**

**Compared to pessimists, optimists get better grades, stay healthier, live longer, and have better marriages. They perform better in jobs, are likely to stay more in a job.**

Aaron Beck proved that a patients self-talk could be the target of therapy.

As with any other skill, we can practice interpreting what happens to us and responding as an optimist would.

Scientific evidence pointed out that happiness was not just a consequence of performing well at work, it might also be an important cause.

**Optimistic teachers were grittier and happier. They also get their students to achieve more.**

**When you keep searching for ways to change your situation for the better, you stand a chance of finding them. When you stop searching, assuming they can't be found, you guarantee that they won't.**

**Henry Ford: Whether you think you can, or think you can't-you are right.**

**Students were divided into two groups. Both groups solved the same math problems in a session. The first group students received praise for doing well irrespective of how many they had completed. The second group was occasionally told that they had not solved enough problems, and that they should have tried harder. Finally, both groups were given a common test having easy and difficult problems. The 1<sup>st</sup> group students gave up easily after encountering difficult problems, whereas, the second group students tried harder for the same problems.**

**Some persons take failure to mean lack of ability. Grit persons interpret failure as a cue to try harder.**

### **Fixed vs Growth Mindset:**

Read the following statements and see which ones you agree with.

- Your intelligence is something very basic about you and you can't change it much.
- You can learn new things, but you can't change how intelligent you are.
- No matter how much intelligence you have, you can always change it quite a bit.
- You can always substantially change how intelligent you are.

If you agree with 1<sup>st</sup> two, you have a fixed mindset. If you agree with the last two, you have a growth mindset.

Even talented persons can have a fixed mindset and that becomes a major liability when they hit a bump. However, even ordinary persons can have a growth mindset.

**Parents and teachers should be careful in praising efforts and not talent. However, society has always praised talent far more than efforts.**

The following language table brings out the difference between a fixed and growth mindset.

<b>Fixed Mindset</b>	<b>Growth Mindset</b>
You are natural! I love that.	You are a learner! I love that.
Well, at least you tried!	That didn't work. Let's talk about how you approached it and what might work better.
Great job! You are so talented!	Great job! What's one thing that you could have done better?
This is hard. Don't feel bad if you can't do it.	This is hard. Don't feel bad if you can't do it yet.
Maybe this is not your strength.	I have high standards. I know we can reach there together.

**Language is one way to cultivate hope. But demonstrating by our actions that we truly believe people can learn to learn may be even more important.**

**James Baldwin: Children have never been good at listening to their elders, but they have never failed to imitate them.**

Fixed mindset people admit to keeping secrets, cutting corners, and cheating to go ahead. The growth mindset people find colleagues trustworthy.

**It is important to realize that most people have an inner fixed-mindset pessimist in them right alongside their growth-mindset.** Recognizing this is important because it's easy to make the mistake of changing what we say without changing our body language, facial expression, and behaviour.

So what should we do? A good first step is to watch the mismatches between our words and actions. When we slip up-and we will-we can simply acknowledge and give them names.

Ultimately, adopting a gritty perspective involves recognizing that people get better at things-they grow. We also want to give benefit of doubt to us as well as others when something isn't a raging success. There's always tomorrow.

Put your head down and go hard. Hard work really, really matters. When you have setbacks and failures, you can't overreact to them. You need to step back, analyze them, and learn from them. But you also need to stay optimistic. Say to yourself: Just keep working hard and learning, and it will all work out.

**Nietzsche: What doesn't kill me makes me stronger. However, the opposite can also be true for some.** When does struggle lead to hope, and when does it lead to hopelessness?

We have lots of places in brain that respond to aversive experiences. These are regulated by higher order brain areas. There is plasticity in that circuitry. If you experience adversity-something very potent-that you have overcome on your own during youth, you develop a different way of dealing with adversity later on. Real wiring happens with only potent adversity.

**So, you can't just talk someone into believing they can master challenges. You have to experience mastery at the same time as adversity.**

You need to learn that there is contingency between your actions and what happens to you. If I do something, then something will happen.

**I embrace the challenge of tougher courses, and I am going to apply all the grit I have to improving myself and making myself better, even if means graduating with a GPA less than what I would have earned if I had taken easier courses.**

For teaching yourself hope take the following steps in sequence and ask, "What can I do to boost this one?" update your beliefs about intelligence and talent.

**Our brain is remarkably adaptive.** Like a muscle gets stronger with use, brain changes itself when you struggle to master a new challenge. In fact, there's never a time in life when the brain is completely fixed. Instead, in all our lives, our neurons retain the potential to grow new connections with one another and to strengthen ones we have.

**Next suggestion is to practice optimistic self-talk.** You can modify your self-talk, and you can learn to not let it interfere with you moving toward your goals. With practice and guidance, you can change the way you think, feel, and most important, act when going gets tough.

**Final suggestion: Ask for a helping hand.**

**You actually develop the ability to do mathematics. Don't give up!**

**You need someone or other to tell you to keep going when you want to give up and try something easier.**

## **Part III: Growing Grit From The Outside In**

### **Chapter 10: Parenting For Grit**

Parents can teach children not to be a quitter. Teach them discipline and finish what they begin.

Tough love involves selflessness while imparting discipline.

Create a right environment by listening and being responsive to their needs.

Children need both freedom and limits. Teach them to live by clear principles and moral guidelines.

Wise parenting is a combination of being supportive as well as demanding.

It is important to teach them to value feedback as a gift.

Teachers need to be supportive, and respectful while being demanding.

While giving feedback on answer sheets you may write: I am giving you these comments because I have high expectations and I know you can reach them.

If you work harder, if you keep pushing yourself, you can get to the next level. You have nothing to lose by trying.

### **Chapter 11: The Playing Fields of Grit**

**Grit is enhanced by participating regularly in any structured extracurricular activity. These cultivate interest, practice, purpose, and hope. You are challenged and have fun. Research shows that this helps in earning better grades, higher self esteem and less likely to get in trouble. However, for these to be beneficial, you need to practice them for more than an year. If they do it for more than two years, they can have stable, good jobs.**

**Those who had shown purposeful, continuous commitment in two activities, advanced significantly in career in some way. Sporadic efforts in diverse areas doesn't help. Specific activities don't matter, but consistent engagement for couple of years with some progress is important.**

**Harvard admits 50 % students on outstanding academic credentials, and remaining 50 % based on their commitment to pursue something they love, believe in, value and have done so with singular energy, discipline, and plain hard work.**

**The Harvard admissions in charge for 40 years says: My sense is that most people are born with tremendous potential. The real question is whether they are encouraged to employ their good old fashioned hard work and their grit to maximum. In the end, those are the people who seem to be most successful.**

Following through on hard things teaches a young person powerful, transferable lessons. You are learning from others, you are finding out more and more through experience what your priorities are, you are developing character.

With practice, industriousness can be learned.

## Chapter 12: A Culture of Grit

**Sehawks coach Pete Carroll says: We look for great competitors. They have grit, they have a mindset that they are always going to succeed. They are resilient. They are not deterred by challenges and hurdle.**

A culture is defined by the shared norms and the values of a group of people. They how they do things and why. When you adopt a culture, you make a categorical allegiance to be in the group.

**The bottom line on culture and grit is: If you want to be grittier, find a grit culture and join it.** If you are a leader, and you want the people in your organization to be grittier, create a gritty culture.

**The real way to become a great swimmer is to join a great team.** The drive to fit-in-to conform to the group-is powerful indeed.

Sometimes we use cost-benefit analysis in decision making. But other times we ask ourselves: Who am I? What is this situation? What does someone like me do in a situation like this?

An army person was shot in his pelvis and sacrum. Doctors told him he would never walk again. He told them: You don't know me. He promised himself to run a 10 mile army race. He practiced for more than an year and did exactly that and much more. There were huge costs in over exerting. But he said: I simply wasn't going to fail because I didn't care or didn't try.

**JPMorgan Chase manual: Have a fierce resolve in everything you do. Demonstrate determination, resiliency, and tenacity. Do not let temporary setbacks become permanent excuses. Use mistakes and problems as opportunities to get better-not reasons to quit.**

We don't whine. It was the survivalists who succeed.

Yes you can! Get up here!

Pete Carroll: I have learned that if you create a vision for yourself and stick with it, you can make amazing things happen in your life. My experience is that once you have done the work to create the clear vision, it is the discipline and effort to maintain that vision and make it come true. The moment you have created that vision, you are on your way, but it's the diligence with which you stick to that vision that allows you to get there.

Success is never final; failure is never fatal. It's courage that counts.

**Always compete. You are competing or you are not. Compete in everything you do. You are a Seahawk 24-7. Finish strong. Positive self-talk. Team first.**

**Compete means excellence in Latin.** Factors which promote excellence in individuals and in teams: Deep and rich support and relentless challenge to improve.

**For Seahawks, Always compete means, be all you can be, whatever that is for you. Reach for your best.**

**Finish strong. It means consistent focusing and doing your absolute best at every moment, from start to finish. No whining. No complaining. No excuses. Always protect the team.**

**Make a resolution to 'Be early.' Do it for almost everything.**

While promising a gift to a child, get him motivated. Then provide him coaching to know what needs to be done to get good grades. He needs a plan. Be a great dad.

Like every other negative experience, and every positive one, it becomes part of you. I am not going to ignore it. I am going to face it. And when it bubbles up, I am going to think about it and get on with it. And use it!

Character. Love our brothers.

### **Chapter 13: Conclusion**

**The challenge of writing is to see your horrible on page. To see your terrible and then go to bed.**

**And wake up the next day, and take that horribleness and terribleness, and refine it,**

**And make it not so terrible and not so horrible, and then go to bed again.**

**And come back the next day, and refine it a little bit more, and make it not so bad. And go to bed the next day.**

**And do it again, and make it average, And then one more time, If you are lucky, Maybe you get good. And if you have done that, that's success.**