

Part 1: What Grit Is and Why It Matters

Introduction, Overview, Showing Up

- What we eventually accomplish may depend more on our passion and perseverance than on our innate talent
- The highly accomplished at West Point were paragons of perseverance
- Our potential is one thing. What we do with it is quite another

Chapter 2: Distracted by Talent

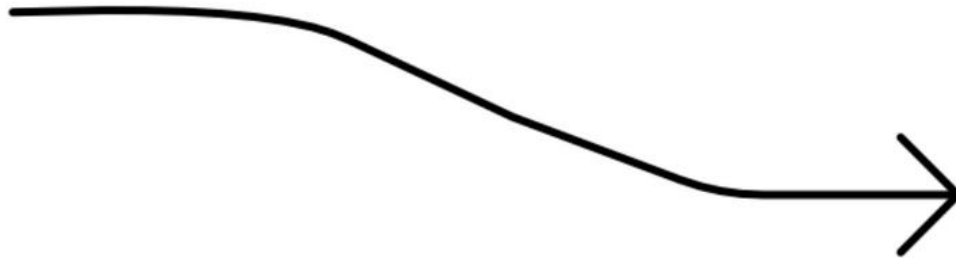
- Apparently, aptitude did not guarantee achievement. Talent for math was different from excelling in math class
- On the other hand, some of my hardest workers were consistently my highest performers on tests and quizzes
- During the next several years of teaching, I grew less and less convinced that talent was destiny and more and more intrigued by the returns generated by effort
- So, it is worth pausing to consider Darwin's opinion on the determinants of achievement – that is, his belief that zeal and hard work are ultimately more important than intellectual ability
- There is a gap, William James declared, between potential and its actualization
 - Without denying that our talents vary – one might be more musical than athletic or more entrepreneurial than artistic
 - James asserted that “the human individual lives usually far within his limits”
 - He possesses powers of various sorts which he habitually fails to use
 - He energizes below his maximum and he behaves below his optimum
- “The plain fact remains that men the world over possesses amounts of resource, which only very exceptional individuals push to their extreme use”
- The naturalness bias” is a hidden prejudice against those who have achieved what they have because they worked for it, and a hidden preference for those whom we think arrived at their place in life because they are naturally talented
- It is TALENT + STRIVING
- Case Study: What focusing on Talent did to Enron?
 - Malcolm Gladwell argues convincingly that demanding Enron employees prove that they were smarter than everyone else inadvertently contributed to a narcissistic culture, with an overrepresentation of employees who were both incredibly smug and driven by deep insecurity to keep showing off
 - It was a culture that encouraged short-term performance but discouraged long-term learning and growth
- But another conclusion is that the focus on talent distracts us from something that is at least as important, and that is effort
- In the next chapter, I will argue that, as much as talent counts, effort counts twice



Chapter 3: Effort Counts Twice

- It seems that when anyone accomplishes a feat worth writing about, we rush to anoint that individual as extraordinarily “talented”
- Why does an unconscious bias toward talent persist?
- A few years ago, I read a study of competitive swimmers titled “[The Mundanity of Excellence](#)”
 - The title of the article encapsulates its major conclusion: **the most dazzling human achievements are, in fact, the aggregate of countless individual elements, each of which is, in a sense, ordinary**
- “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 those actions
 - Only the fact that they are done consistently and correctly, and all together, produce excellence
- Talent, he observed, is perhaps the most pervasive lay explanation we have for athletic success
- In other words, when we cannot easily see how experience and training got someone to a level of excellence that is so clearly beyond the norm, we default to labeling that person a “natural”
- We only see them in performance rather than in day-to-day training
- Greatness is doable ... Greatness is many, many individual feats, and each of them is doable
- High level of performance is, in fact, an accretion of mundane acts
- We want to believe that Mark Spitz was born to swim in a way that none of us were and that none of us could
 - We do not want to sit on the pool deck and watch him progress from amateur to expert
 - We prefer our excellence fully formed and we prefer mystery to mundanity
- Our vanity, our self-love, promotes the cult of genius, Nietzsche said
 - For if we think of genius as something magical, we are not obliged to compare ourselves and find ourselves lacking
 - To call someone divine means: here there is no need to compete
 - In other words, mythologizing natural talent lets us all off the hook
- Great things are accomplished by those people whose thinking is active in one direction, who employ everything as material, who always zealously observe their own inner life and that of others, who perceive everywhere models and incentives, who never tire of combining together the means available to them

talent x *effort* = skill



skill x *effort* = achievement

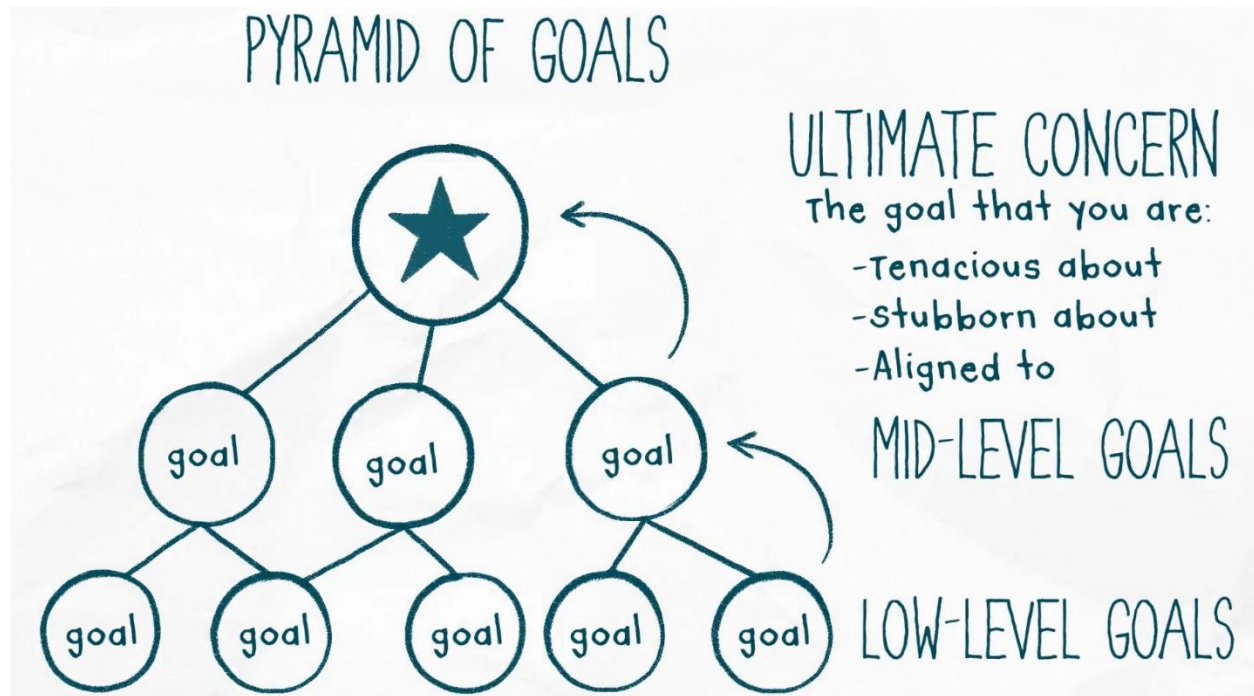
Grit: The Power of Passion and Perseverance
Angela Duckworth. Scribner (c) 2018.

- Talent is how quickly your skills improve when you invest effort
- Achievement is what happens when you take your acquired skills and use them
- What this theory says is that when you consider individuals in identical circumstances, what each achieves depends on just two things, talent, and effort.
 - Talent – how fast we improve in skill – absolutely matters
 - But effort factors into the calculations twice, not once
 - Effort builds skill; at the very same time, effort makes skill productive
- It soon became clear that doing one thing better and better might be more satisfying than staying an amateur at many different things
- The first 10,000 pots are difficult, and then it gets a little bit easier
- To do anything well, you must overextend yourself
 - I came to appreciate that in doing something repeatedly, something that was never naturally becomes almost second nature
- Do the precociously talented learn that lesson? Do they discover that the capacity to do something repeatedly, to struggle, to have patience, can be mastered – but not overnight?
- One reason I have confidence in writing the kind of novels I write, said Irving, is that I have confidence in my stamina to go over something again and again no matter how difficult it is
- With daily effort, where I excel is ridiculous, sickening work ethic
- **When it comes to how we fare in the marathon of life, effort counts tremendously**
- **As any coach or athlete will tell you, consistency of effort over the long run is everything**
- Even more than the effort a gritty person puts in on single day, what matters is that they wake up the next day, and the next, ready to get on that treadmill and keep going

- If the quality and quantity of those pots, books, movies, and concerts are what count, then the striver who equals the person who is a natural in skill by working harder will, in the long run, accomplish more
- **Talent, you have naturally. Skill is only developed by hours and hours and hours of beating on your craft**
- Without effort, your talent is nothing more than your unmet potential
- Without effort, your skill is nothing more than what you could have done but did not
- With effort, talent becomes skill and, at the very same time, effort makes skill productive

Chapter 4: How Gritty Are You?

- For one thing, there are no shortcuts to excellence
- Grit is about working on something you care about so much that you are willing to stay loyal to it
- **Grit has two components: passion and perseverance**
- **Rather than intensity, what comes up again and again in their remarks is the idea of consistency over time**
- Is passion the right word to describe sustained, enduring devotion?
- Remember: enthusiasm is common. Endurance is rare
- Fireworks erupt in a blaze of glory but quickly fizzle, leaving just wisps of smoke and a memory of what was once spectacular
- Passion is a compass – that thing that takes you some time to build, tinker with, and finally get right
- Seaver aimed to pitch “the best I possibly can day after day, year after year”
- What is your ultimate concern?
- Grit is about holding the same top-level goal for a very long time
 - In very gritty people, most mid-level and low-level goals are, in some way or another, related to that ultimate-goal



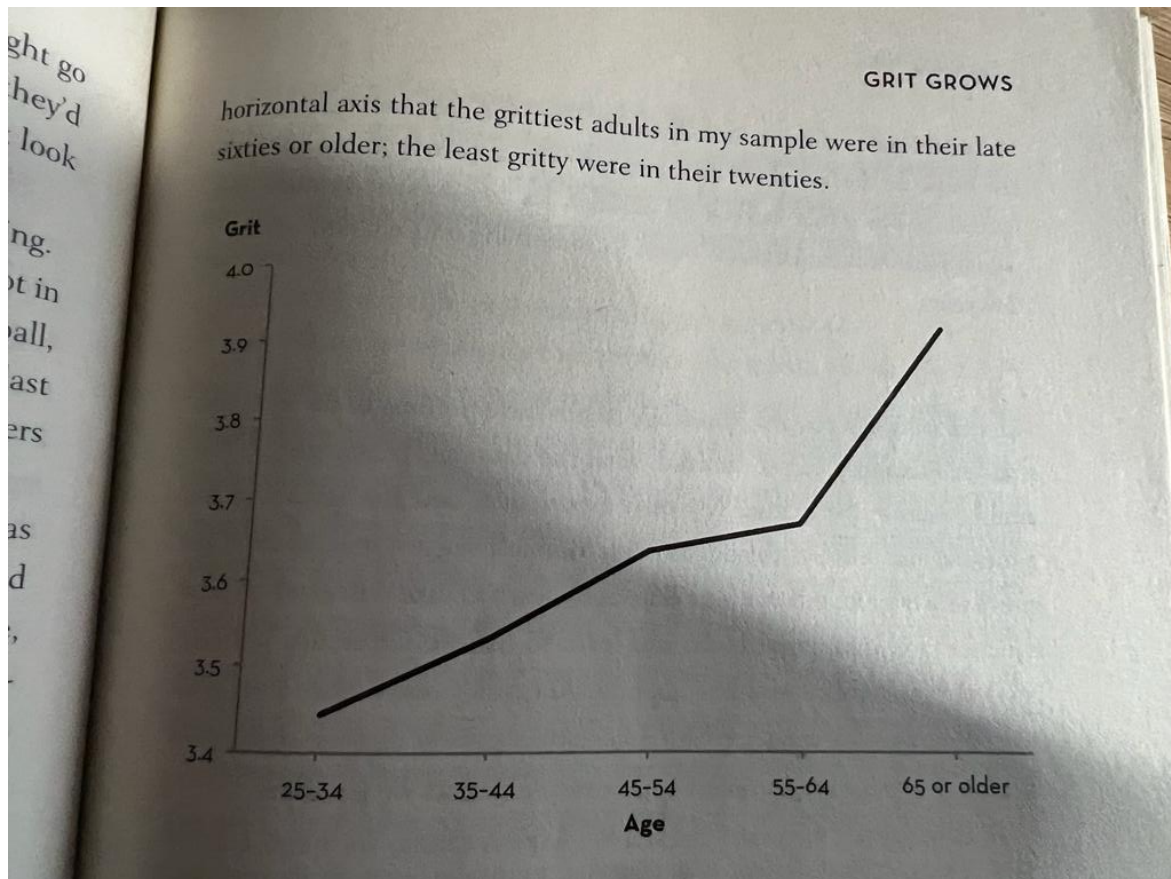
Picture Source: [Dr. Pylin Coaching](#)

- Grit is really about persistence of motive
 - High but not the highest intelligence, combined with the greatest degree of persistence, will achieve greater eminence than the highest degree of intelligence with somewhat less persistence

Chapter 5: Grit Grows

- The rate at which we develop any skill is crucially a function of experience
- **Heritability of the perseverance subscale is 37% and the passion subscale is 20%**
 - **This means that some of the variation in grit in the population can be attributed to genetic factors, and the rest can be attributed to experience**
- First: grit, talent, and all other psychological traits relevant to success in life are influenced by genes and by experience
- Second: there is no single gene for grit, or indeed any other psychological trait
- The environment we grow up in really does matter and it matters a lot
- The Social Multiplier Effect of Basketball and Television
 - Once television became a household fixture, more kids started playing the game, trying left-handed layups, crossover dribbles, graceful hook shots, and other skills that seemed routine among start players
 - And by getting better, each kid in advertently enriched the learning environment for the kids he or she was playing against

- Because one thing that makes you better at basketball is playing with kids who are just a little more skilled
- Jim Flynn called this virtuous cycle of skill improvement the social multiplier effect



- The data on grit may show that people mature over time and grit grows as we figure out our life philosophy, learn to dust ourselves off after rejection and disappointment, and learn to tell the difference between low-level goals that should be abandoned quickly and higher-level goals that demand more tenacity.
- The maturation story is that we develop the capacity for long-term passion and perseverance as we get older
- And ... personality change is a function of life experience (i.e., time lived on Earth)
- What the maturity principle comes down to, I think, is this:
 - Over time, we learn life lessons we do not forget, and we adapt in response to the growing demands of our circumstances.
 - Eventually, new ways of thinking and acting become habitual
- Taken together, the data I have collected on grit and age are consistent with two different stories

1. One story says that our grit changes as a function of the cultural era in which we grow up
 2. The other story says that we get grittier as we get older
- Most people desperately want a long-term goal, and they want to pursue that goal with passion and perseverance
 - The higher the level of the goal in question, the more stubborn people should be about seeing it through
 - Most important, paragons of grit do not swap compasses: when it comes to the one, singularly important aim that guides almost everything else they do, the very gritty tend not to utter the following statements
 - I am bored
 - The effort is not worth it
 - This is not important to me
 - I cannot do this, so I might as well give up
 - First comes interest. Passion begins with intrinsically enjoying what you do
 - Next comes the capacity to practice – one form of perseverance is the daily discipline of trying to do things better than we did yesterday
 - Third is purpose
 - Last is hope

Part 2: Growing Grit from The Inside Out

Chapter 6: Interest

- One thing that comes up time and time again with grit paragons is: **“I love what I do”**
- Follow your passion was not the message most of us heard when we grew up
 - Instead, we were told that the practical realities of surviving in the real world require you to do something practical
- So here is the big question: Just how ridiculous is it to advise young people to go out and do what they love?
- Research shows that people are enormously more satisfied with their jobs when they do something that fits their personal interests
 - What is more, people whose jobs match their personal interests are, in general, happier with their lives as a whole
- Second, people perform better at work when what they do interests them
- Worldwide, only 13% of adults call themselves “engaged” at work. So, it seems that very few people end up loving what they do for a living
- Barry Schwartz thinks that what prevents a lot of young people from developing a serious career interest is unrealistic expectations
 - It is really the same problem a lot of young people have finding a romantic partner



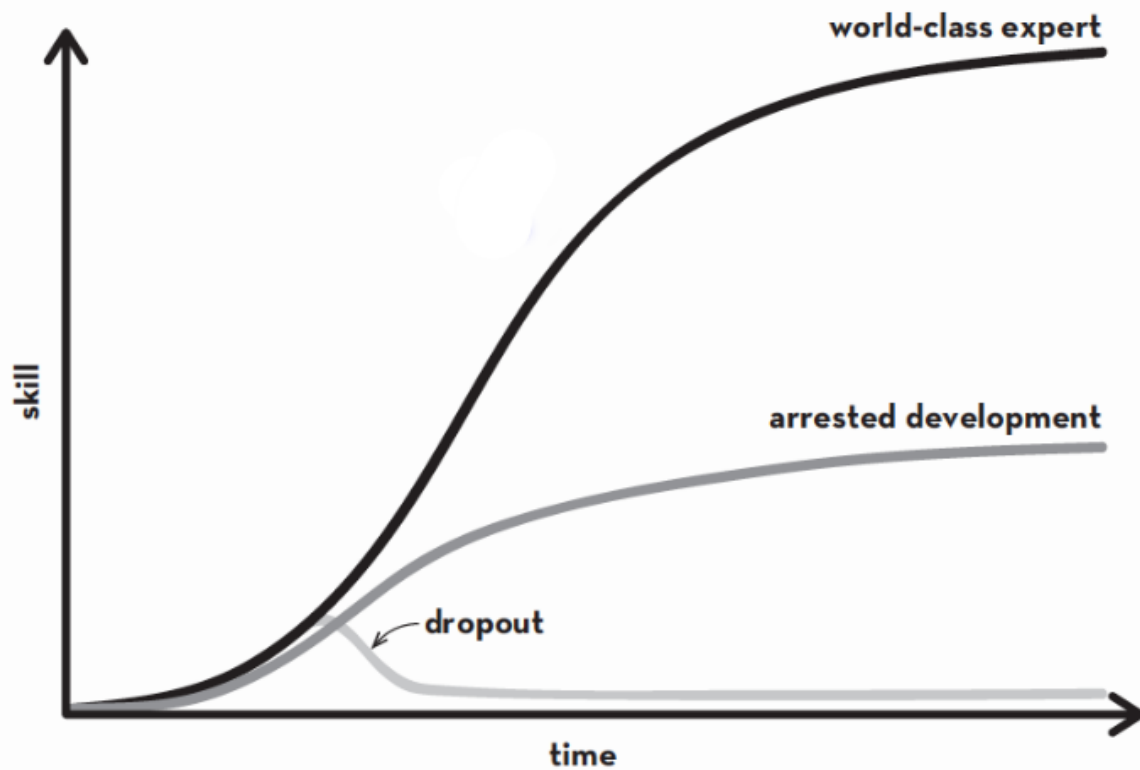
- They want somebody who is really attractive and smart and kind and empathetic and thoughtful and funny
- Try telling a 21-year-old that you cannot find a person who is absolutely the best in every way ... They do not listen because they are holding out for perfection
- A related problem is the mythology that falling in love with a career should be sudden and swift
- What most of us think of when we think of passion is a sudden, all-at-once discovery – that first bite of sole meuniere bringing with it the certainty of the years you will spend in the kitchen
- Passion for your work is a little bit of discovery, followed by a lot of development, and then a lifetime of deepening
- First, childhood is generally far too early to know what we want to be when we grow up
- **Second, interests are not discovered through introspection. Instead, interests are triggered by interactions with the outside worlds**
- Third, what follows the initial discovery of an interest is a much lengthier and increasingly proactive period of interest development
- Crucially, the initial triggering of a new interest must be followed by subsequent encounters that retrigger your attention – again and again and again
- Finally, interests thrive when there is a crew of encouraging supporters, including parents, teachers, coaches, and peers
- Longitudinal studies tracking learners confirm that overbearing parents and teachers erode intrinsic motivation
 - Kids whose parents let them make their own choices about what they like are more likely to develop interests later identified as a passion
- The grittier an individual is, the fewer career changes they are likely to make
- Fundamentally, the emotion of boredom, after doing something for a while, is a very natural reaction
 - All human beings, even from infancy, tend to look away from things they have already seen and, instead, turn their gaze to things that are new and surprising
 - We are, by our natures, neophiles
 - Unlike other animals, which have strong instincts to act in certain ways, babies need to learn almost everything from experience
- So, interest – the desire to learn new things, to explore the world, to seek novelty, to be on the lookout for change and variety – it is a basic drive.
- For the beginner, novelty is anything that has not been encountered before
- For the expert, novelty is nuance
- But the art expert has comparatively enormous understanding
 - He or she has developed a sensitivity to details that the rest of us cannot even see
- But an expert has the accumulated knowledge and skill to see what I, a beginner, cannot
- Since novelty is what your brain craves, you will be tempted to move on to something new, and that could be what makes the most sense. However, if you want to stay engaged for more than



a few years in any endeavor, you will need to find a way to enjoy the nuances that only a true aficionado can appreciate

Chapter 7: Practice

- These extra hours of practice, in turn, explain the superior performance for grittier kids at the National Spelling Bee
- After interviewing dozens and dozens of grit paragons, I can tell you that they all exude a sense of kaizen or “continuous improvement.” There are no exceptions
 - It is a persistent desire to do better
 - It is not looking backwards with dissatisfaction. It is looking forward and waiting to grow



[Picture Source](#)

- Thousands and thousands of hours of practice over year and years and years
- Unlike most of us, experts are logging thousands upon thousands of hours of what Anders Ericsson calls deliberate practice

- You are not improving because you are not doing deliberate practice
- This is how experts practice:
 - First, they set stretch goal, zeroing in on just one narrow aspect of their overall performance
 - Rather than focus on what they already do well, experts strive to improve specific weaknesses
- As soon as possible, experts hungrily seek feedback on how they did
 - Necessarily, much of that feedback is negative
 - This means that experts are more interested in what they did wrong – so they can fix it – than what they did right
- And after feedback, then what?
 - Then experts do it all over again, and again, and again
 - Until they have finally mastered what they set out to do
 - Until conscious incompetence becomes unconscious competence
- There are no gains without pains
- Effective management demands doing certain and simple things. It consists of a small number of practices
- Deliberate practice predicted advancing to further rounds in the final competition of the National Spelling Bee far better than any other kind of preparation
- Deliberate practice is carefully planned, and flow is spontaneous
 - Deliberate practice requires working where challenges exceed skill, and flow is most commonly experienced when challenge and skill are in balance
 - Deliberate practice is exceptionally effortful, and flow is, by definition, effortless
 - Deliberate practice is a behavior, and flow is an experience
- Is expert performance a matter of arduous and not-so-fun-in-the-moment exertion, or can it be effortless and joyous?
- **Gritty people do more deliberate practice and experience more flow**
- Deliberate practice is for preparation, and flow is for performance
- Nobody wants to show you the hours and hours of becoming. They would rather show the highlights of what they have become

Chapter 8: Purpose

- Interest is one source of passion. Purpose – the intention to contribute to the well-being of others – is another
- In other words, the more common sequence is to start out with a relatively self-oriented interest, then learn self-disciplined practice, and finally, integrate that work with an other-centered purpose
- We discussed what Bloom called the “early years” in chapter 6 on interest and “the middle years” in chapter 7 on practice. We have now come to the third, final, and longest phase in

Bloom's model – the “later years” – when, as he put it, “the larger purpose and meaning” of work finally becomes apparent

- All this is worth it because, ultimately, their efforts pay dividends to other people
- At its core, the idea of purpose is the idea that what we do matters to people other than ourselves
- **In my “grit lexicon” purpose means the intention to contribute to the well-being of others**
- Human beings have evolved to seek meaning and purpose not just pleasure
 - In the most profound way, we are social creatures. Why?
 - Because the drive to connect with and serve others also promotes survival
- To some extent, we are all hardwired to pursue both hedonic and eudaimonic happiness
- The grittiest people see their ultimate aims as deeply connected to the world beyond themselves
- Angela Duckworth's top-level, life-organizing goal: Use psychological science to help kids thrive
- Purpose is the final answer to the question “Why? Why are you doing this?”
- To find purpose, reflect on how the work you are already doing can make a positive contribution to society
- Think about how, in small but meaningful ways, you can change your current work to enhance its connection to your core values
- Find inspiration in a purposeful role model

Chapter 9: Hope

- Grit depends on a different kind of hope
- It rests on the expectation that our own efforts can improve our future
- I have a feeling tomorrow will be better different from I resolved to make tomorrow better
- The hope that gritty people have has nothing to do with luck and everything to do with getting up again
- Suffering you think that you cannot control is what leads to hopelessness
- Optimists habitually search for temporary and specific causes of their suffering, whereas pessimists assume permanent and pervasive causes are to blame
- Permanent and pervasive explanations for adversity turn minor complications into major catastrophes
- How do grit paragons think about setbacks?
 - Overwhelmingly, I have found that they explain events optimistically
- Just as we had expected, optimistic teachers were grittier and happier, and grit and happiness in turn explained why optimistic teachers got their students to achieve more during the school year
- 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 cannot be found, you guarantee they will not



- Carol Dweck reasoned that if prior failures were the root cause of helplessness, the success only program would boost motivation
 - If, on the other hand, the real problem was how children interpreted their failures, then the attribution retraining program would be more effective
- In sharp contrast, children in the attribution retraining program tried harder after encountering difficulty
 - It seems as though they had learned to interpret failure as a cue to try harder rather than as confirmation that they lacked the ability to succeed
- We should think of the growth mindset this way: Some of us believe, deep down, that people really can change. These growth-oriented people assume that it is possible, for example, to get smarter if you are given the right opportunities and support and if you try hard enough and if you believe you can do it
- With a fixed mindset, you are likely to interpret setbacks as evidence that, after all, you do not have “the right stuff.” You are not good enough...
- With the growth mindset, you believe you can learn to do better
- We have found that students with a growth mindset are significantly grittier than students with a fixed mindset
- When you ask Carol where our mindsets come from, she will point to people’s personal histories of success and failure and how the people around them, particularly those in a position of authority, have responded to these outcomes
 - Were you praised for your talent?
 - Or were you praised for your effort?
- Praising effort and learning over “natural talent” is an explicit target of teacher training in the KIPP schools.
- Life is about challenging yourself and learning to do what you could not do before

Undermines Growth Mindset and Grit	Promotes Growth Mindset and Grit
You are a natural! I love that	You are a learner! I love that
Well, at least you tried!	That did not work. Let us talk about how you approached it and what might work better
Great job! You are so talented!	Great job! What is one thing that could have been better?
This is hard. Do not feel bad if you cannot do it	This is hard. Do not feel bad if you cannot do it yet
Maybe this just is not your strength. Do not worry – you have other things to contribute	I have high standards. I am holding you to them because I know we can reach them together

- Carol and her collaborators are finding that children develop more of a fixed mindset when their parents react to mistakes as though they are harmful and problematic
 - This is true even when these parents say they have a growth mindset
 - Our children are watching us, and they are imitating what we do



- The reality is that most people have an inner fixed-mindset pessimist in them right alongside their inner growth-mindset optimist
- Ultimately, adopting a gritty perspective involves recognizing that people get better at things – they grow
- The people who have continued to be successful here have stayed on a growth trajectory
 - They just keep surprising you with how much they are growing
- Put your head down and go hard. Hard work really, really matters
- When you have setbacks and failures, you can not overreact to them
 - You need to step back analyze them, and learn from them
 - But you also need to stay optimistic
- If you experience adversity – something pretty potent – that you overcome on your own during your youth, you develop a different way of dealing with adversity later on
- That is right. Just telling somebody they can overcome adversity is not enough
 - For the brain rewiring to happen, you have to activate the control circuitry at the same time as those low-level areas
 - That happens when you experience mastery at the same time as adversity
- We should worry big time about kids in poverty because they are getting a lot of helplessness experiences
 - They are not learning “I can do this; I can succeed in that.”
 - These earlier experiences can have really enduring effects
 - They need to learn that there is a contingency between your actions and what happens to you: If I do something, then something will happen
- **A fixed mindset about ability leads to pessimistic explanations of adversity, and that, in turn leads to both giving up on challenges and avoiding them in the first place**
- **A growth mindset leads to optimistic ways of explaining adversity, and that in turn leads to perseverance and seeking out new challenges that will ultimately make you even stronger**

Growth Mindset → Optimistic Self-Talk → Perseverance over adversity

- We all must update our beliefs about intelligence and talent
- We all must practice optimistic self-talk
- Conclusion: the point is that you can, in fact, 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 the going gets rough

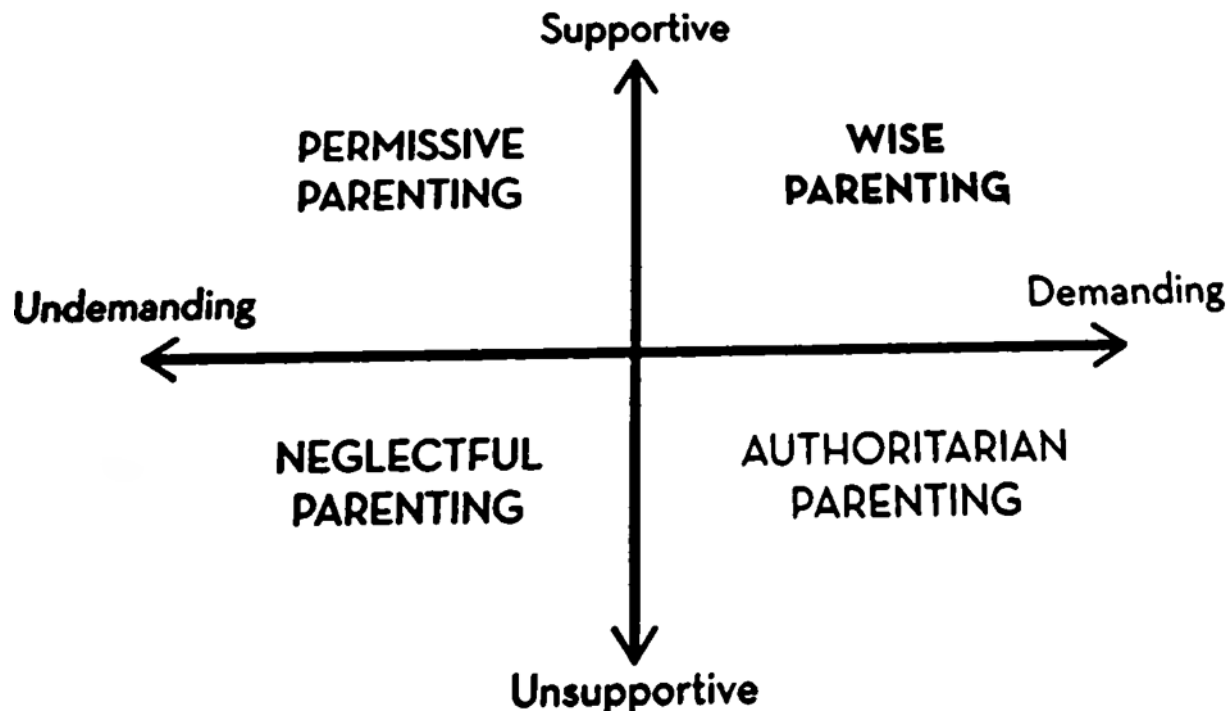
Part 3: Growing Grit from The Outside In

Chapter 10: Parenting for Grit

- Steve Young's Dad:



- You cannot quit. You have the ability, so you need to go back and work this out
- The lesson that persistence eventually delivers rewards was one on which Steve relied in the four years he sat on the bench with the San Francisco 49ers
- Number one, a parent needs to set a stage that proves to the child, “I’m not trying to just have you do what I say, control you, make you be like me, make you do what I did, ask you to make up for what I did not do.”
- So much of sticking with things is believing you can do it
- That belief comes from self-worth. And that comes from how others have made us feel in our lives
- To finish things, you have to put the work in
- First and foremost, there is no either/or trade-off between supportive parenting and demanding parenting



- Growing up with support, respect, and high standards confers a lot of benefits, one of which is especially relevant to grit – in other words, wise parenting encourages children to emulate their parents
- My parents accept nothing less than my best effort

Chapter 11: The Playing Fields of Grit

- As soon as your child is old enough, you find something they might enjoy doing outside of class and sign them up

- But I do think kids thrive when they spend at least some part of their week doing hard things that interest them
- Extracurriculars should both be challenging and fun
 - There is no other experience in the lives of young people that reliably provides this combination of challenge and intrinsic motivation
 - School's hard, but for many kid's it is not intrinsically interesting
 - Texting your friends is interesting but it is not hard
 - But ballet? Or baseball? They can be both
- These days, the average American teenager reports spending more than 3 hours a day watching television and playing video games
- Kids who spend more than a year in extracurriculars are significantly more likely to graduate from college and, as young adults, to volunteer in their communities
- **What matters most: follow through; follow through; follow through**
- The follow-through rating involved evidence of purposeful, continuous commitment to certain types of activities (in high school) versus sporadic efforts in diverse areas
- Follow-through in high school extracurriculars predicted graduating from college with academic honors better than any other variable
- The key was that students had signed up for something, signed up again the following year, and during that time had made some kind of progress
- Learning to follow through on something hard in high school, seemed the best possible preparation for doing the same thing later in life
- With practice, industriousness can be learned
 - The association between working hard and reward can be learned
 - Without directly experiencing the connection between effort and reward, animals whether they are rats or people, default to laziness
 - Calorie-burning effort is, after all, something evolution has shaped us to avoid whenever possible
- If you work hard, you will be rewarded. If you do not you will not

Chapter 12: A Culture of Grit

- Talent is largely a red herring when it comes to understanding the origins of world-class excellence
- Excellence is really the confluence of countless, perfectly executed yet mundane doable acts
- The reciprocal effect of a team's particular culture on the person who joins it is major
 - It is no big deal; It becomes a habit
 - Very quickly, the newcomer conformed to the team's norms and standards
- Regardless of the level of self-discipline you have or do not have, whenever you are surrounded by people who are willing to grind and work hard, you tend to fall in line
 - When we are in a crowd of people doing things a certain way, we tend to follow that way

- The easy way is to use conformity – the basic human drive to fit in – because if you are around a lot of people who are gritty, you are going to act grittier
- **Reminder: It can be years or more before grit's dividends pay off**
- Regardless, it is undeniable that the Finns see themselves as among the world's grittiest people
→ Sisu
- **Grit specifies having a passion to accomplish a particular top-level goal and the perseverance to follow through**
- Gritty people do not let setbacks hold them back. Grit is who you are
- You have to learn to get over bumps in the road and mistakes and setbacks
 - Failures are going to happen, and how you deal with them may be the most important thing in whether you succeed
 - You need fierce resolve. You need to take responsibility. You call it grit. Others call it fortitude
- It takes relentless – absolutely relentless communication to establish a grit culture
 - There is no effort without error and shortcomings
- 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
- **Talent is actually common; what you invest to develop that talent is the critical final measure of greatness and is rare**
- Our extraordinary success is about what we do once the player gets here. It is our culture
- If you do well, either you have self-discipline because you have trained all summer, or you have the mental toughness to handle the pain that most people can not
- If you want to create a great culture, you have to have a collection of core values that everyone lives
- How can this help me develop the culture I want
- **The true joy in life is to be a force of fortune instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy**
- The origin of great leadership begins with the respect of the commander for his subordinates
- The attrition model: when only the survivalist succeeds
- The developmental model: the standards are exactly the same as the attrition model but in one case, you use fear to get your subordinates to achieve those standards. And in the other case, you lead from the front
- Here is a fact: Young men and women today just do not respond to yelling and screaming
- Grit cycle: one person's grit enhances the grit of the others, which in turn inspires more grit in that person, and so on, without end
- Success is never final; failure is never fatal. It is courage that counts
- Compete means excellence



- Supportive and demanding parenting is psychologically wise and encourages children to emulate their parents. It stands to reason that supportive and demanding leadership would do the same

Chapter 13: Conclusion

- This book was written because what we accomplish in the marathon of life depends tremendously on our grit – our passion and perseverance for long-term goals
- The grittier a person is, the more likely they enjoy a healthy emotional life
- Intrapersonal character includes grit. This cluster of virtues also includes self-control
 - Gritty people tend to be self-controlled and vice versa
- Interpersonal character includes gratitude, social intelligence, and self-control over emotions like anger
 - These virtues help you get along with and aid other people
- Intellectual character includes virtues like curiosity and zest.
 - These encourage active and open engagement with the world of ideas
- Remember: our limits are self-imposed
- But if, instead you define genius as working toward excellence, ceaselessly, with every element of your being – then, in fact, my dad is a genius, and so am I, and so is Coates, and if you are willing so are you
- All children really need the same thing: appropriately demanding challenges in combination with consistently warm and respectful support
- We all recognize effortless entertainment is the enemy of long-term passion and perseverance
- Hard Thing Rule: Do something that requires deliberate practice, do not quit in the middle of the season or the semester, and pick the hard thing yourself