Got GRIT? A New Advising Method
Learning Outcomes

• Define GRIT
• Demonstrate GRIT background knowledge
• Explain how GRIT applies to Academic Advising
• Integrate Advising strategies to promote GRIT
• Implement Advising techniques to incorporate GRIT into your sessions.
What is Grit?
“GRIT is having perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, effort and interest over years despite failure, adversity, and plateaus in progress.” Angela Duckworth

Background
“Our intuition is that grit grows with age and that one learns from experience that quitting plans, shifting goals, and starting over repeatedly are not good strategies for success.” Angela Duckworth
Talent or GRIT = Student Success

**Activity**

- What is talent (IQ)?

- What is Grit?

- In your opinion, from what you know at this time, what is the best indicator of student success? Talent? Grit?
A Crash Course on GRIT
by Angela Duckworth
The Five Characteristics of Grit

1. **Courage**: Ability to manage fear and failure

2. **Conscientiousness**: Achievement oriented vs. Dependable

3. **Long-Term Goals and Endurance**: Follow Through

4. **Resilience**: Optimism, Confidence, and Creativity

5. **Excellence vs. Perfection**
Metacognitive Skills Assist Students With Developing GRIT

Metacognitive learners ask themselves and answer questions like:

- How much time do I need to set aside to learn this? (Planning)
- Do I understand what I am reading or hearing? (Self-monitoring)
- How can I measure my success? (Self-evaluation)

**Searching for Meaning:**
- Analyzing
- Finding Patterns and Relationships
- Comparing and Contrasting

**GRIT:**
- Managing Emotions
- Persistent Determination
- Awareness of Strengths

**Creative Thinking:**
- Generating Ideas
- Formulating Points of View
- Taking Multiple Perspectives

**GRIT:**
- Passion Driven Focus
- Sense of Personal Control
- Resourcefulness

**Metacognition and GRIT:**
- Planning
- Monitoring
- Redirecting
- Evaluating

**Critical Thinking:**
- Drawing Conclusions
- Giving Reasons
- Determining Cause and Effects

**GRIT:**
- Identifying Resources
- Evaluating
- Planning

**Problem Solving:**
- Identifying and Clarifying Situations
- Evaluating how a Solution Works

**GRIT:**
- Sense of Personal Control
- Resourcefulness
- Bouncing Back

**Decision Making:**
- Identify decision
- Generate Options
- Weighing Pros and Cons
- Deciding on Course of action

**GRIT:**
- Problem-solving Skills
- Ability to Reach Out to Others
- Bouncing Back
Carol Dweck and GRIT

Carol Dweck and growth mindset

Dweck has researched the following factors that affect the ongoing tenacity or grit of students:

- Their beliefs about themselves
- Their goals
- Their feelings about their social connectedness
- Their self-regulatory skills

When students have a growth mindset (this is a mindset that will perceive a challenge as an opportunity to learn rather than an obstacle to overcome), they respond with constructive thoughts and their behavior shows persistence rather than defeatedness.

12-Item Grit Scale

Complete the 12 item Grit Scale
Be honest; no right or wrong answers

Discussion

- What is this Grit Scale really saying to us and our students?
- How can we use it in advising/coaching?
- What do we say to our extremely gritty students?
- How about our “not at all gritty” students?
How do your students respond to new challenges?

As Academic advisors and coaches, it is important to assist our students through these life challenges by

1. examining their perceptions

2. helping them develop a plan

3. being a part of their support network

(Ohrablo, 2016) (Burnette, 2016)
College of Lake County

- 3 campuses: Grayslake, Vernon Hills, Waukegan
- 13,065 College level students
- 52% female, 47% male
- 61% between 18-24, 17% between 25-34
- 26% full time, 74% part time
- 50% white, 7% black, 30% Hispanic, 7% other, 6% not specified
- 17% new students, includes new and transfer
- There are 15,366 College level, Adult Ed., and Vocational students enrolled
Four Key Goals that are Essential to the Institution

Goal 1 – Advance student learning, success and completion.

Goal 2 – Maximize educational opportunity and equity in student outcomes.

Goal 3 – Promote excellence in the areas of diversity, global engagement, sustainability, and wellness as strengths within the College and Lake County Community.

Goal 4 – Enable a culture of innovation, excellence and continuous improvement.

✓ Using strategies that teach students GRIT in advising sessions, enables CLC advisors to meet Goals 1, 2, 3 and 4.
Intrusive and Developmental Advising to Assist with Instilling GRIT

At CLC, we try to reach out to students during critical points on the academic calendar.

• Registration deadlines

• Financial aid deadlines

• Drop/withdrawal deadlines

Outreach - Emails, texts, phone calls, classroom visits
As Advisors, we need to assist students with developing GRIT

During end of semester advising sessions, advisors should ask the following probing questions:

• What did you learn this semester?

• What mistake did you make that taught you something?

• What did you work hard on this semester?
Advising Strategies to Foster GRIT:

**Setting long-term goals -**
- “With sustained zeal and hard work, has been shown to predict achievement in academic, vocational, and avocational domains.”
- Don’t let the set backs discourage your student- motivate them to get over that hill- not stay there.

**Give purpose to your student -**
- Revise and revisit the long term goals
- Instill resilience
- Praise students for their effort, not their intelligence
Advising Strategies to Foster GRIT:

Foster a culture in which growth mindset is developed-

- Be supportive, but demanding
- Have students complete GRIT assessment
- Discuss self-motivation- intrinsic v. extrinsic
- Constant goal setting and revisiting- long and short, SMART Goals
CLC Advising Approaches to Foster GRIT

• New Student Orientation
• Academic Completion Plan
• Pathways to Completion
• Referrals:
  – Coaching for Academic Success
  – Tutoring Center
  – Career Counseling
  – Information Sessions
  – Faculty Referrals
  – Transfer planning
  – Career and placement Services
• Succeed Events and Connect Events
CLC Advising
Connected Follow Up to Foster GRIT:

• Cold Calls

• Emails

• Follow up Advising Sessions
CLC Advising
Informational Outreach to Foster GRIT:

• “What is Advising?” Presentations

• “Advising Drive Through”

• New Faculty Training

• Mobile Advising
CLC Advising
Academic Outreach to Foster GRIT:

• Succeed at CLC Conference
• Succeed at CLC Workshops
• Don’t Cancel That Class
• Collaborative Workshops
CLC Advising Outreach—
is intended to help students build academic GRIT.
Students with GRIT, Make Statements Like...

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.
Professor Testimonials to Grit Related Outreach

Succeed at CLC Conference:

• “The students from my psych classes that attended the conference are STILL raving about the conference 2 weeks later. In fact something from the conference came up in class and the students who attended the conference knew exactly what we were talking about. It’s really nice to see those connections stick with the students.” - Carolyn Serdar, Career Services Specialist/Professor of Psychology

Collaborative Workshops:

• “The students really enjoyed your presentation, and so did I! It was such a thoughtful presentation and collection of resources. The information is truly invaluable! I will have to share a couple of the essays with you once they’re done!” - Katie Dublis, English Department Co-Chair/Professor of English
CLC Student Testimonials to Grit Related Outreach

Student comments from Succeed at CLC Workshops survey:

• “Doing something you enjoy or love will most likely have a positive impact on your life.” – Anonymous

• “The most important thing I learned was to take care of yourself, you decide your success. Failure is only temporary because you have the ability to change it.” – Anonymous
Four Advising Scenarios
Shifting Thought From the Negative to the Positive

[Word cloud containing terms like effort, decades, percent, much, new, achievement, grit, intelligence, test, Duckworth, etc.]
Giving up................Motivation

Your student asks to meet with you by appointment; they don’t believe that college in general is a good fit for them.

It’s the 4th week of school and they know they are not going to do well this semester. They don’t understand the material, they are having a hard time with their instructors and they haven’t found their niche with friends. They think it may be best to withdraw and try a different school or maybe believe school isn’t for them.

You ask if they have used the free math tutor, writing center or visited the activity fair. They haven’t done any of it and don’t feel like they have the time to.

Reflection:
How do you move from giving up to motivating this student through the lens of Grit?
Advising Recommendations

6 Discussion Strategies for Helping Students Motivate Themselves

1. Mistakes Are Going To Happen, Expect Them
2. Celebrate Baby Steps
3. Clock In, Clock Out
4. Remember The Shark
5. Consider The Cost Of Failure
6. Find Your Groove

Your student has shown in two semesters that they were unable to pass their developmental non-credit math class.

They want to be an Engineer, and will need to take enough math, to get them beyond Calculus II. The road is beginning to look long, complicated, and unattainable. They tell you that maybe they aren’t smart enough for engineering or anything to do with math since they can’t even pass a class that doesn’t count towards college credit or their degree program.

You can see you are beginning to lose their interest. They are talking to you about not attempting math again and finding something where they will never need to take a math class.

Reflection:
How do you respond?
Have you seen this student before?
How do you move from motivating this student from failure to success through the lens of GRIT?
How To Bounce Back From Failure

Advisor Recommendations:

How do you get out of the valleys?

Six steps:

1. Determine the need for immediate action
2. Get some distance from the problem
3. Identify the causes of failure
4. Develop an improved plan of attack
5. Try again - with all supports in place
6. Be willing to ask for help if you need it

The knowledge that you have emerged wiser and stronger from setbacks means that you are, ever after, secure in your ability to survive

J.K. Rowling
End Goal…………….How To Get There

A student comes to you telling you he wants to be a Doctor, but he doesn’t know where to begin, and he has no idea how many years he will need to be in school, but he’s heard it’s a lot.

He tells you to give him classes this semester that will help him with becoming a Doctor. He is a little taken aback when you give him a developmental English and Math class to start with.

He asks where his “Doctor” classes are. Obviously, you need to take a few steps back and explain the process to get him to his end goal, which is to be a Doctor. You discuss the why? What kind of Doctor? Then you start creating the path for him to visualize how to get there.

Reflection:
• Have you experienced this student?
• How do you educate them on their path while still keeping them motivated and excited through the lens of GRIT?
Academic Path and End Goal

• Advisor Recommendations:
  – Student resources that align with being successful – Career Counseling, Internships, College Visits, etc.

“Grit is living life like it’s a marathon, not a sprint.”
~Angela Lee Duckworth

GoZen.com
Get Out of Your Comfort Zone

You discuss with one of your very bright, mathematically inclined, students that she will still need to take a fine arts general education class. She immediately tenses up and you can see the discomfort in her face. She tells you that she’s not an artsy person; she doesn’t like music and asks if she can just take an extra math or science class in its place.

You go through the need for a well rounded education and then you discuss the importance of stepping out of your comfort zone. You tell her that if you never try it, you will never know if you really like it. To break outside of your comfort zone, you must have a goal that means more to you than the discomfort. You talk about her goal and how much she wants to get there.

Reflection:
Have you experienced a student like this?
How would you help them break free from their comfortable place through the lens of GRIT?
Get Out of Your Comfort Zone

• Advisor Recommendations:
  – Student resources available to assist the student with getting out of their comfort zone: join a club, speak to the professor, get a tutor, work with an academic coach, attend a workshop, attend a CLC succeed conference, go to a study zone.

"Move out of your comfort zone. You can only grow if you are willing to feel awkward and uncomfortable when you try something new."

~ Brian Tracy
Putting Theory to Practice: Stand By Your Quote

**Activity**

Refer to the “Stand By Your Quote” chart. Circle the quote that most resonates with you.

Then, with a partner, discuss the following:

- Why did you choose this particular quote?
- How might you incorporate this quote into your own advising philosophy?
- How might you use the quote in your work with students?
Thank you for your time!

Lisa Staccone Hollenbeck  
College of Lake County  
lhollenbeck@clcillinois.edu

Nicole Ruscheinski Herion  
College of Lake County  
nherion@clcillinois.edu
Works Cited


“What Kinds of Thinking?” <https://pedagogythorndon.wikispaces.com/Pedagogy+5+Thinking+2>

“Nurturing GRIT & Resilience.” <http://learningspecialistmaterials.blogspot.com/>

Works Cited
