

# GRIT Program™ on Mindset

## Instructor Implementation Guide



# Table of Contents

Introduction to GRIT Program™ on Mindset	p. 3
Grit Gauge™	p. 3
Application Activities	p. 3
GRIT Badges via Acclaim	p. 3
Implementation Services	p. 3
Overview of the GRIT Program on Mindset	p. 4
Research Base and Actionable Results	p. 4
GRIT and the Employability Gap	p. 4
On Track: Redefining Readiness in Education and the Workforce (white paper)	p. 5
GRIT Program Case Study	p. 5
Why Add GRIT to Your Course	p. 5
Ten GRIT Teaching Best Practices	p. 6
A Word of Caution	p. 8
Adding GRIT to Your Assignments	p. 8
How to Grade Writing Assignments	p. 10
Learning Catalytics	p. 11
Media Share	p. 11
Translating Coursework to Employability	p. 12
Frequently Asked Questions (FAQs)	p. 12

# GRIT™ Program on Mindset

The GRIT Program on Mindset, developed in partnership with Paul G. Stoltz, PhD, of [PEAK Learning, Inc.](#) presents a validated, research-based model for teaching and growing the **GRIT mindset** across its key components ([Growth](#), [Resilience](#), [Instinct](#), and [Tenacity](#), along with the additional factor of [Robustness](#)).

This solution brings together assessment, implementation services, and activities that enhance and grow the quality and quantity of any individual's GRIT. Specific components are also available separately and include:

## GRIT Gauge™

What is the GRIT Gauge™? It's a validated assessment that measures all facets of GRIT and is a valid predictor of many success factors, including goal magnitude, goal completion, wellness, and persistence. Scores and guidance for improving one's level of each GRIT component are delivered immediately after taking a simple inventory. In this program, students take the inventory as their first activity in Module 1: Discover Your GRIT and re-take it at the end of the program in Module 7: Revisit Your GRIT.

[Learn more about GRIT Gauge](#)

## Application Activities

Help learners build and improve their GRIT through advice and practice in prioritizing goals, tackling greater challenges, and thinking strategically and practically about how to pursue goals in the most effective ways. GRIT builders/assignments give learners the opportunity to "grow their GRIT" while providing guidelines for moving forward with sensitivity and respect for the goals of others.

## GRIT Badges via Acclaim

GRIT badges (via [Acclaim](#)) provide evidence of accomplishments and skills that learners can display on their social profiles and in emails to future employers. The Level 1 Completion badge is issued after students first take the inventory and receive a report. That badge serves as a prerequisite for the Level 2 Quantitative badge (earned if students' GRIT Gauge scores increase by 10% when they re-take the inventory) and the Level 2 Experiential badge (earned if students create two artifacts that demonstrate their use of GRIT in their academic coursework; requires you to evaluate artifacts to ensure they meet badge criteria).

You may use an activity of your choice to meet the badge criteria or you may use two activities from the program:

- Module 5: Showcase Your GRIT and Professionalism, Assignment 2: Showcase Your Employability Skills
- Module 7: Revisit GRIT, Assignment 3: Use GRIT to Overcome a Course Setback

[Learn more about GRIT badges via Acclaim](#)

## Implementation Services

Supporting materials provide guidance on adapting instruction, professional development services for faculty, and data collection capabilities for measuring results.

# Overview of the GRIT Program on Mindset

Click [here](#) for a quick overview of GRIT and its dimensions. The GRIT Program consists of these seven modules:

1. **Discover Your GRIT:** Students take the GRIT Gauge, reflect on their results, and set a goal to improve in one GRIT dimension. Assignment 1 has a video that quickly explains each GRIT element.
2. **Understand Growth Mindset:** Students view several short videos on Growth Mindset and reflect on their mindset. These videos and activities were designed under the guidance of Stanford psychologist Dr. David Paunesku, a colleague of Dr. Carol Dweck's. Research proves that brief online interventions coupled with reflection activities can build growth mindset in students. We urge you to require the videos and activities in this module and introduce growth mindset early.
3. **Use GRIT in Academic and Career Plans:** In this module, students are shown how and why to make their academic plans more "gritty" and how to use GRIT as they research career options that will inform their academic plan.
4. **Add GRIT to Your Personal Brand:** Students learn what a personal brand is, why it is important, start to develop their brand, and learn how to communicate GRIT as part of their brand in an elevator pitch.
5. **Show GRIT and Professionalism:** Students discover how to start building and showcase professionalism skills in a series of assignments. They also learn how to earn, claim, and share their Level 1 GRIT badge in this module as part of showcasing their GRIT.
6. **Use GRIT in Your Job Search:** In this module, student learn how GRIT can aid them in creating a resume that spotlights GRIT, networking, and interviewing..
7. **Revisit GRIT:** In this final module, students take the GRIT Gauge a second time. In Assignment 2 they assess their progress. A final assignment asks them to summarize how they used GRIT to overcome a course setback. If students improve their overall results on the GRIT Gauge by 10%, they automatically earn a Level 2 Quantitative GRIT badge. If students complete Assignment 3 in this module and Assignment 2 in Module 5 and you evaluate it as satisfying the criteria for the Level 2 Quantitative GRIT Badge, students can earn another GRIT badge. [Learn more about GRIT badges via Acclaim](#)

You may choose to reorder or hide the modules as you see fit. However, we strongly recommend that you offer Modules 1 and 2 early in the course for best results. For directions on how to use Writing Assignments, see p. 10.

## Research Base and Actionable Results

Paul G. Stoltz, PhD, began GRIT-related [research](#) 35 years ago and later expanded his efforts with the formation of PEAK Learning, Inc.. More than a million individuals from 63 countries have participated in PEAK's GRIT-related assessments and research. The GRIT Gauge instrument uses a self-reported scale to assess five quantitative factors — Growth (mindset), Resilience, Instinct, Tenacity, and Robustness — and three qualitative factors — Smart GRIT (aka Effective GRIT), Good GRIT, and Robust GRIT.

The GRIT Gauge predicts goal completion, change in socio-economic status, degree of employment, level of employment, income, health, and quality of life. Reports provide scores on overall GRIT, individual scores for each factor, and specific strategies, exercises, and behavioral techniques for helping individuals focus on growing the quantity and improving the quality of their GRIT.

[Read Dr. Stoltz's bio](#)

[Learn why GRIT is essential for students and employability](#)

## GRIT and the Employability Gap

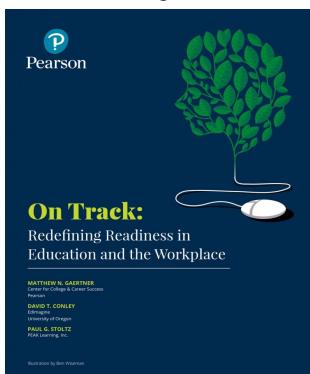
How can GRIT help close the employability gap? The program helps strengthen learners' ability to persist in reaching goals, develops growth mindset characteristics desirable to employers, and helps learners' communicate their skills through the Acclaim badges in GRIT.



[Watch the video](#)

## On Track: Redefining Readiness in Education and the Workplace

Learn more about college and career readiness and how to ensure that students achieve results and make progress toward those goals.

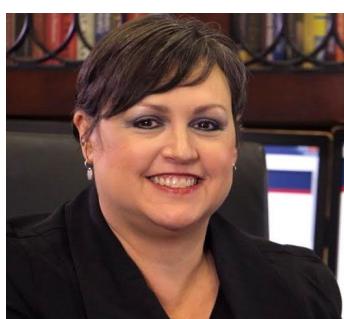


[Read the white paper](#)

## GRIT Program Case Study

### Lee Ann Nutt, President, Lone Star College-Tomball

Lone Star College-Tomball infuses GRIT to strengthen their students' mindset capabilities and increase persistence and career readiness.



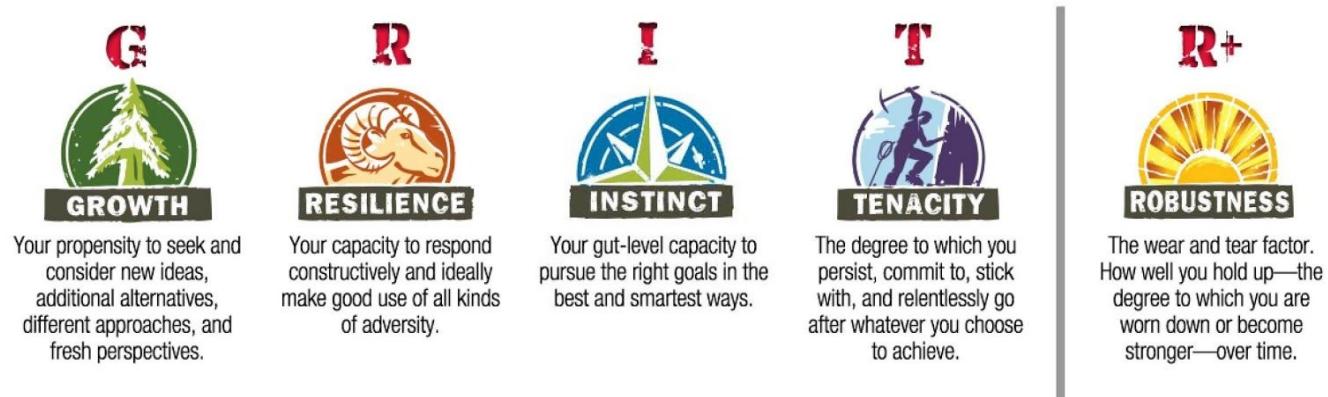
[Read the case study](#)

[Watch the video](#)

# Why Add GRIT to Your Course

College is all about readiness. Although students and educators may disagree on what college should ready students for—life, career, global citizenship, and so on—all would agree that we are preparing students for their future. Educators and employers alike know that students must develop a strong **mindset**—*the attitudes and behaviors students use to complete their work*—to succeed.

**Mindset** includes attitudes and behaviors that many refer to as **grit**. Grit has become popular in education, largely as the result of Dr. Angela Duckworth's work, which focuses solely on how much grit students have. In this program, we use a broader construct called **GRIT**<sup>1</sup>™, which focuses on both quantity and quality of five traits that have shown strong predictive validity for academic, professional, and personal success: Growth, Resilience, Instinct, Tenacity, and Robustness.



A survey of 20,000 employers in 63 countries revealed that given the choice between a job candidate with (a) perfect qualifications but weak GRIT or (b) exceptional GRIT but fewer qualifications, over 90 percent of employers would choose (b), the candidate with exceptional GRIT. Related research shows that employers believe candidates with exceptional GRIT will be more likely to find ways to gain the necessary knowledge, skills, and capabilities to become and remain effective.

## Ten GRIT Best Teaching Practices

GRIT is a collection of traits that grow through experience. To do that, we need to create conditions in which students are most likely to develop GRIT and to recognize and remedy conditions that are likely to inhibit GRIT development. What follows are the **ten best teaching practices for embedding GRIT in your course**.

1. **Clarify the Need for GRIT and the Ability to Develop It:** As educators we know that employers are seeking both transferable skills and GRIT in their employees, but students may not be aware of this. Make it a point to tell students that in your course, you will be encouraging them to flex their GRIT muscles by embracing adversity and challenges. Also, be sure to let them know that GRIT is something that they can develop. Believing in one's ability to grow, improve, and take on greater challenges can result in improved performance and development of skills and abilities.

<sup>1</sup>The GRIT model referenced throughout this document is trademarked property of PEAK Learning and Paul G. Stoltz

2. **Let Students Assess Their GRIT:** Students (and instructors, too) will undoubtedly be curious what their existing GRIT level is. Have them take the **GRIT Gauge™** (in Module 1, Assignment 1) to learn where they stand and what GRIT dimensions they need to focus on. At the end of the assessment, students are given a GRIT Report that includes an overall quantitative GRIT score; a relative normed score (above average, below average, etc.); and individual scores for Growth, Resilience, Instinct, and Tenacity plus Robustness; customized video to help understand their scores; and a collection of prompts and self-checks called GRIT Gainers that can be used to help build their GRIT.
3. **Encourage Students to Learn GRIT Language:** Spend a bit of time making sure students know the GRIT terms (Growth, Resilience, Instinct, Tenacity, Robustness) and what they mean. If you can, use the terms in class, in coaching sessions, and when giving feedback on assignments or tests. This provides a common language around persistence and helps build a culture where everyone is aware of GRIT's importance and the general desire to build and use it. In many assignments in the program, students can review a "GRIT Guide," which defines each term and gives an example. Encourage them to review it.
4. **Embrace Adversity/Heighten the Challenge Level:** For students to develop GRIT, they must encounter adversity and experience some level of struggle in their work. To this end, encourage, even require, students to seek out new topics they may not know anything about or that no one else in the class is tackling. You can also ask students to consider what they believe to be their limitations at the beginning of the course ("I'm not good at giving presentations and I'll never be.") and have them purposefully attack those self-limiting notions in their work.
5. **Make Learning Personal:** Students will try harder, and therefore will be more willing to demonstrate GRIT, when they care deeply about the topic or feel it is meaningful or useful to them. Encourage them to interrogate assignments or courses to find personal reasons for sticking with it and demonstrating GRIT (i.e., Even though I'm not interested in this course or assignment, I will work hard at it to develop GRIT.)
6. **Encourage Learning (and Growing) from Challenges:** Help students convert setbacks--such as low grades, challenges with course content, or mistakes--into motivational opportunities by rewarding the extra effort of overcoming setbacks. Encourage students to cultivate the habit of trying new strategies and making full use of available resources, tools, and supports to help in their progress.
7. **Use Feedback and Grading Formatively.** Students learn more from mistakes when they carefully go over feedback or corrected tests and papers, especially if they are given a chance to revise a paper or to retake a test to gauge their ability to improve (or demonstrate their GRIT) with specific guidance. While results clearly matter, students will more readily develop a growth mindset when their willingness to apply themselves strenuously to the process of completing tasks and assignments is encouraged.
8. **Provide Scaffolding:** When students need help completing work, focus your aid on access to resources and not on direct answers to their questions. Determine or predict struggles they may have with the work and be selective about which struggles they must get through on their own and which can be more formally scaffolded through freely providing materials, processes, and other structures for students. Make sure that students have a clear and defined way to access you when they are having trouble.
9. **Pick a Place to Start:** Incorporating GRIT can feel overwhelming. To start, pick one aspect you find powerful or inspiring and focus on that. Once that feels natural, try adding another aspect to your routine.
10. **Ask Students to Plan on and Reflect on GRIT:** Developing GRIT has to be done purposefully, and students need to a) decide specifically how they are going to use GRIT in performing a task, and b) reflect afterward on what they learned, what worked, what didn't, and how they might either use a strategy again or adapt it. Require students to write down their goals and aspirations, their planned steps for completing a project, and their reflections on what they are doing, how it is working, and how they might do it even better. Reflections may take the form of presentations, writing assignments, or journal entries. Click [here](#) to view a sample GRIT reflection assignment (used in Module 7, Assignment 3).

## A Word of Caution

To develop GRIT in students, we as instructors must provide authentically difficult experiences for them while also providing the appropriate level of scaffolding and support to ensure that they persevere through adversity and begin to develop a positive track record of experience. The risk is that if we provide excessive adversity or insufficient support, the student struggle will be in vain and can even negatively enforce their existing preconceptions or fixed mindset.

## Adding GRIT to Your Assignments

In this section, we'll show you how to add GRIT to existing assignments. We'll walk through a sample assignment where we've applied mindset in a simple way. For more examples of how to implement GRIT, look on the left-hand side of the home page and click on "Sample GRIT Mindset Assignments." Feel free to adapt these methods to your own style and context.

### **Step 1: Choose an assignment you wish to infuse with GRIT.**

Here we've chosen a research paper from an Intro to Psych class, though the process can be applied to most any type of assignment.

#### **THE ORIGINAL ASSIGNMENT**

#### **Introduction to Psychology: Psychological Disorders**

##### **Purpose:**

To research a psychological disorder in more depth.

##### **Instructions:**

To complete this assignment, you must do the following:

- 1 Choose a psychological disorder discussed in Chapter 15 of the text.
- 2 Using a minimum of three credible sources (not including your textbook), write a research paper that provides the following:
  - a. An overview of the symptoms of the disorder, including a description of the DSM-5 classification for the disorder
  - b. An overview of the causes of the disorder
  - c. A discussion of current treatment approaches and their effectiveness

Your final essay should be 4 to 6 pages long, plus a Works Cited page.

### **Step 2: Consider ways in which you can infuse GRIT into the assignment.**

To add a mindset/GRIT focus, consider ways in which you can add dimensions of Growth, Resilience, Instinct, Tenacity, and Robustness to the assignment. Ask yourself questions such as:

- Does your assignment ask students to reflect on the GRIT they or others possess?
- Does your assignment demand that students display a level of GRIT to complete it? Are there parts of the assignment that will require that extra *oomph*?
- Have you strategically placed struggles that will require students to persevere as they learn the skill or content?

For example, in our sample assignment, **we have added a component of GRIT (highlighted in orange) by asking students to locate and interview someone with a psychological disorder and reflect of that person's coping strategies.**

**Mindset**

**RESILIENCE**

This assignment adds MINDSET skills, asking students to go beyond the original assignment to find an example of a real person with the disorder and (1) indicate how he or she demonstrates resilience by developing effective coping strategies and (2) explain the effect one's mindset has on the disorder.

**EMPLOYABILITY**

Resilience matters to employers because demonstrating it shows that you can overcome obstacles and challenges.

## Introduction to Psychology: Psychological Disorders

### Purpose:

To research a psychological disorder in more depth, **and to examine ways in which people who have the disorder have displayed coping strategies in order to succeed.**

### Instructions:

To complete this assignment, you must do the following:

- 1 Choose a psychological disorder discussed in Chapter 15 of the text.
- 2 Using a minimum of three credible sources (not including your textbook), write a research paper that provides the following:
  - a. An overview of the symptoms of the disorder; including a description of the DSM-5 classification for the disorder
  - b. An overview of the causes of the disorder
  - c. A discussion of current treatment approaches and their effectiveness.
- 3 **In addition, include an example of how a person with the disorder has developed effective coping strategies, being sure to cite your source(s). How has the person's mindset affected the way he or she has dealt with the disease? (Note: if you are unable to locate an example of a person with the disorder, describe how you believe a person's mindset would affect coping strategies and the course of the disorder.)**

Your final essay should be 4 to 6 pages long, plus a Works Cited page.

# How to Grade Writing Assignments

Each module of the GRIT Program on Mindset offers “Writing Assignments” for student reflection, writing, and goal setting, which you can grade online. Students compose and submit their work in an online writing space that follows a writing prompt. There, they have access to many word processing tools and resources.

As an instructor, you can use commenting and rubrics to evaluate the submission. You can view the work and the rubric side-by-side. Your grades port to the gradebook. For many GRIT-related assignments, you may simply wish to check to see if the work is complete, give the grade 100% (for completion) or 0% for incomplete.

**Grading:** For instructions and details, watch [this video](#)

**Commenting:** You can make individual comments in the work or use “power commenting tools” to grade students’ writing assignments. When grading, you can choose from about 30 common comments to add to a student’s writing assignment, rather than having to type the same comment over and over. In addition, you can save your comments for use over multiple assignments and courses.

**Rubric:** The lab provides standard online rubrics for all assignments.

- Journal assignments (PSN-2015 Journal Rubric)
- Goal-setting (PSN-2015 Goal Setting Rubric)
- Assignments in which students upload a form (PSN-Form Rubric)
- “GRIT™” Assignments (PSN-GRIT Rubric)

To use a rubric as you are reviewing a student’s work, follow these steps:

- Open the “Grade & Rubric” section on the right navigation.
- Begin grading. The overall grade appears at the bottom when you finish.
- Select “Save Grade” to have the grade flow to the gradebook. [To change the grade, edit the number next to “Adjusted Grade” and click save.]

**Originality Options:** To check Writing Assignments for originality, you can use a setting that automatically routes your students’ submissions through TurnItIn. To enable this setting, go to the Activities/Assessments Manager and find the appropriate assignment. On the Actions dropdown menu, select “Edit” and go to Step 2: Create Writing Assignment. Under the Details section, select the Originality check box: “Submissions will be reviewed for originality.”

**Student View of Rubric:** You can opt to share the rubric with students as part of the assignment. To turn on this setting, go to “Instructor Tools,” and then “Manage Assignments.” Find the assignment and on the Actions dropdown menu, select “Edit” and go to Step 2: Create Writing Assignment. Under the Rubric section, check the box next to “Display to student.”

**Creating a Writing Assignment and Rubric:** To learn how to create your own writing assignment or rubric, watch [this video](#):

When creating a Writing Assignment, you can set up a peer review for that assignment. To learn how to create a peer review, watch [this video](#).

To see how students interact with a peer review, watch [this video](#):

---

## Learning Catalytics™ Interactive Student Response Tool

The GRIT Program on Mindset offers access to LearningCatalytics, a tool that allows you to ask questions to engage students in critical thinking and enables you to group students (based on criteria you select) for peer-to-peer learning. You can view student results in real time or at a later time, as you prefer. Responses can help you gauge student misconceptions, guide lectures, or generate class discussion.

Students access Learning Catalytics™ prompts and questions from the GRIT Program Course Home page, just above the "Completed Work" button. The questions can be used during class (synchronously) or outside of class, as you choose. Students can view items and respond on their Smart phone, tablet, or computer. You can create questions easily. Question types range from "confidence" questions, word clouds, highlighting activities and essays to matching, multiple choice, short answer, and prioritizing. For more information, view this [implementation guide](#) and this introductory video: <https://www.youtube.com/watch?v=CdREwm4NUsg>

## Media Share™

The GRIT Program on Mindset offers access to Media Share, a comprehensive file upload tool that promotes community among students and allows for thoughtful, video-based assignments. Students can post speeches, visual aids, video assignments, group projects, and more in a variety of formats, including video, Word files, presentation software, and Excel. To learn more, visit [this site](#).

## Translating Coursework to Employability

Employers want to hire people who can demonstrate they have a strong **MINDSET** (attitudes and behaviors they can use to complete work effectively). How can you help students demonstrate their mindset to employers?

Have them start by focusing on mindset in their **résumé, earning badges** (discussed earlier) and by creating **"virtual artifacts"**—summaries and sample assignments they post online for employers to read. For the resume, have students complete Assignments 1 and 2 in Module 6: Use GRIT in Your Job Search. To help students create an online artifact that will demonstrate to employers their soft skills and mindset, have them complete Assignment 2 in Module 5: Showcase Your GRIT and Professionalism.

To have students create an online artifact for an assignment in your course, follow these steps:

### Step 1: Choose an Assignment

Have students choose an academic assignment they've completed in your course and, in 100 words or less, summarize the work they did, including the skills they applied.

### Step 2: Focus on Mindset

Students should consider the GRIT dimensions they used to complete your assignment. Did they solve problems

and persevere despite obstacles? Did they manage their time and resources in effective ways? Did they demonstrate an ability to grow and learn?

## Step 3: Make the Work Public

Next, have students post their work publicly (using sites such as **LinkedIn** or an electronic portfolio) so employers can read their summary to learn about their skills, mindset, and value.

## FAQs

*“I already have too much content to cover in a short amount of time - how can I possibly include this additional work in my course?”*

First and foremost - select just the aspects that apply best to you and your students. Nobody can execute them all these ideas at the same time - it's a general direction to grow towards. Having said that, most of these changes can be small and take as much or as little time as you wish.

*“Where do I start?”*

Have students take the GRIT Gauge and reflect on their results. They will learn about the framework and themselves in doing so. Then, pick a consideration that you find powerful or inspiring (such as Growth Mindset) and focus on just that one thing. Once that feels natural, try adding another consideration to your routine.

*“What if I don’t feel qualified for this kind of instruction?”*

Take a few moments to take the GRIT Gauge™ yourself, see what it tells you, watch the videos in Module 2 (Understand Growth Mindset), try a few of the GRIT activities in the remaining modules, and review the sample assignments on the left-hand side of the home page. If nothing else, it will give you an eye into the upcoming student experience.

*“If students are working on this - when will we have time for the usual lessons?”*

This work does not, necessarily, replace traditional instruction. It simply provides a context to make the lessons more meaningful at any one time. For instance, you can give students a skills-based assignment in which Mindset is infused. Or give an especially challenging assignment, let students struggle with it, and then aid them with both traditional instruction and reference to GRIT.

*“This seems like it might make students stressed or unhappy.”*

Sometimes, yes. While we want to emotionally scaffold students to avoid unhappiness, we want students to get accustomed to stressors that they will encounter in life and learn to persevere through them in a safe and structured environment. If we don't, they are destined to have similar struggles after college where they are less likely to get the help they need to make the transition.

For additional information, visit the GRIT™ Program on Mindset FAQs page at [www.pearsoned.com/grit-mindset](http://www.pearsoned.com/grit-mindset)