

RETHINKING RETENTION: HOW FOSTERING GRIT THROUGH OTHERS- ORIENTED PURPOSE HELPS

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GRIT-S SCALE



- Assess your own grit
- How familiar are you with the grit construct?
- Grit is “perseverance and passion for long-term goals” (Duckworth et al., 2007, 1087).

CANDY CONFESSIONS

Something you passionate about



A time you persevered



A long-term goal you have achieved



HIGHLIGHTS FROM OUR RESEARCH

- Intelligence as predictor of achievement (Heckman & Kautz, 2013)
- Intelligence overshadows many non-IQ attributes (Heckman & Kautz, 2013)
- Consistently referred to as non-cognitive constructs (Damon & Duckworth, 2014; Duckworth & Yeager, 2015; West et al., 2015)

HIGHLIGHTS FROM OUR RESEARCH

- Possible rivals (Cherniss, Extein, Goleman, & Weissberg, 2006; Duckworth, 2006; Duckworth et al., 2007; Heckman & Kautz, 2013)
- Complement cognitive measures (Duckworth & Yeager, 2015; Heckman & Kautz, 2012, 2013)
- Evaluation based on more than academic measures (Damon & Duckworth, 2014; Heckman & Kautz, 2013; Schectman et al., 2013).

HIGHLIGHTS FROM OUR RESEARCH

- Time and talent (Duckworth, 2006; Duckworth et al., 2007)
- Grit – “*perseverance and passion for specific, high goals, sustained over years*” (Duckworth, 2006, p. 73)
- Powerful predictive validity (Tough, 2012)

HIGHLIGHTS FROM OUR RESEARCH

- Meaningful adult influence
 - “parents,” “coaches,” or “mentors”
- Nurturing support system
 - “...they were just always there.”
- Making life better for others
 - “I feel that my purpose will be to help others...”

RETHINKING RETENTION

- Velez (2014) reported over 65% of full-time students in a four-year institution fail to earn a bachelor's degree within the traditional four years.
- Students are racking up debt (Wenisch, 2012)
- Difficult time finding a job after graduation (Velez, 2014; Wenisch, 2012)

RETHINKING RETENTION

- What stakeholders are involved in retention?
- Are there any current retention issues facing your institution?
- What plans are in place to aid students in retention?

WHAT DOES THIS MEAN?

- There is a strong relationship between grit and sense of purpose.
- Collective data suggests grit has many antecedents, some of which may include: sense of purpose, a focused effort, and parenting.

IMPLICATIONS FOR THE FUTURE



- Given the results of the study, entering college and university students would benefit from the supportive systems and increased opportunities to explore their sense of purpose within institutions of higher learning through courses, clubs, and organizations.
- This study highlighted the importance of a found sense of purpose and meaningful adult influences toward grit development. Therefore, entering college and university students would benefit from local and global experiences within their vocational aspirations through volunteer, service learning, internship, or missions activities.
- Institutions of higher learning could partner with parents, educators, and influential mentors in order to provide resources and training to inform them of the importance of active skill building through perseverance and established, stable relationships.