

HIDDEN POTENTIAL

The Science of Achieving
Greater Things



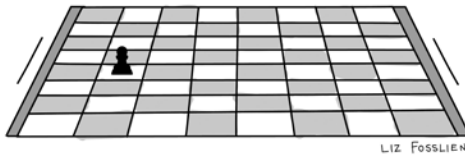
ADAM GRANT

#1 *New York Times* bestselling author of

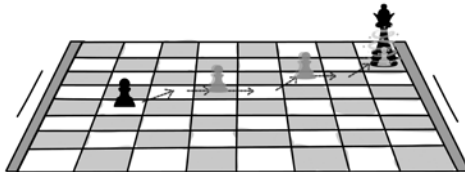
THINK AGAIN

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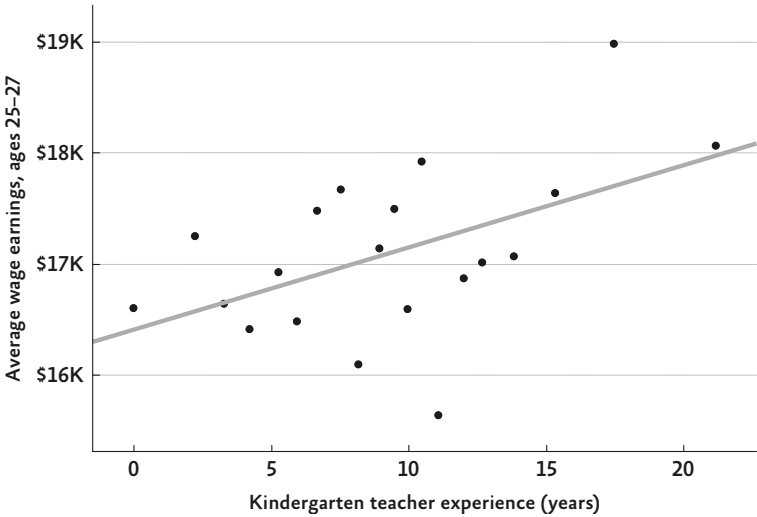
IT'S NOT WHERE YOU START

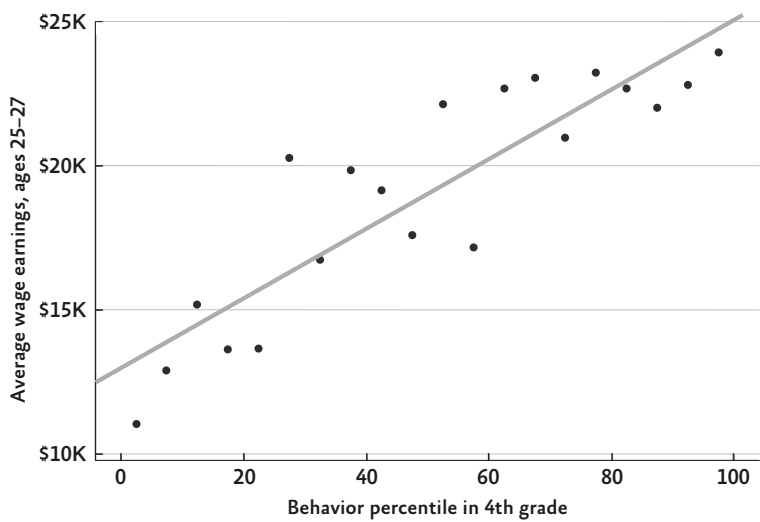


BUT HOW FAR YOU GO

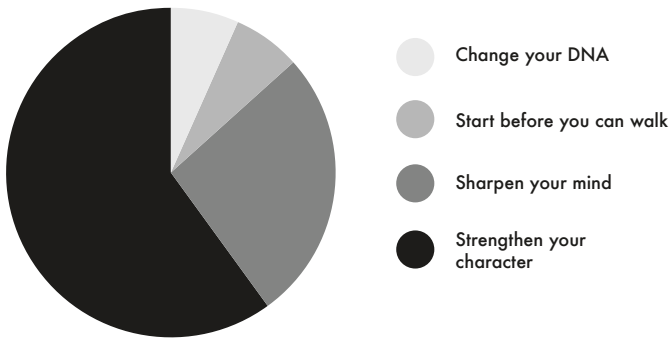


Having an Experienced Kindergarten Teacher Predicts Higher Adult Income

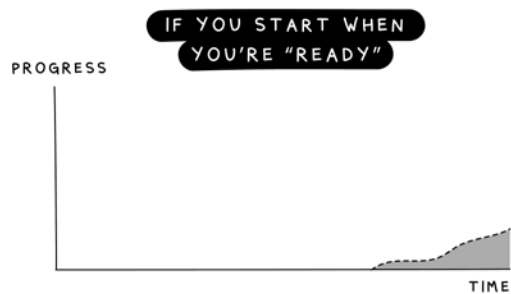
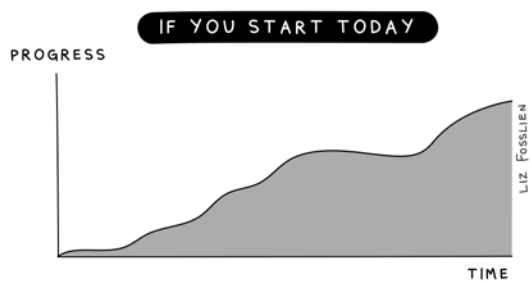




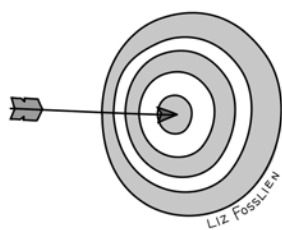
HOW TO GET BETTER AT SOMETHING



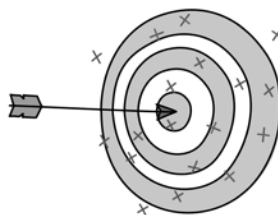




**TO HIT YOUR
TARGET**

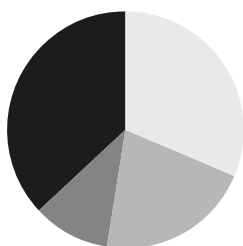


**YOU HAVE TO BE
WILLING TO MISS**



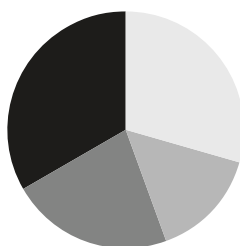
MAKING MORE MISTAKES

THEORY



- Looking stupid
- Feeling shame
- Being laughed at
- Experiencing discomfort

REALITY

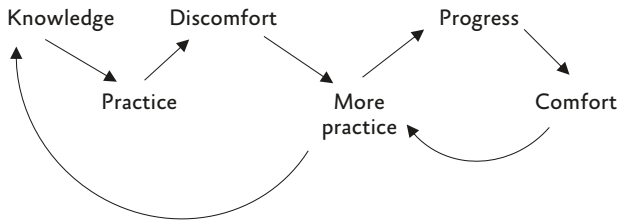


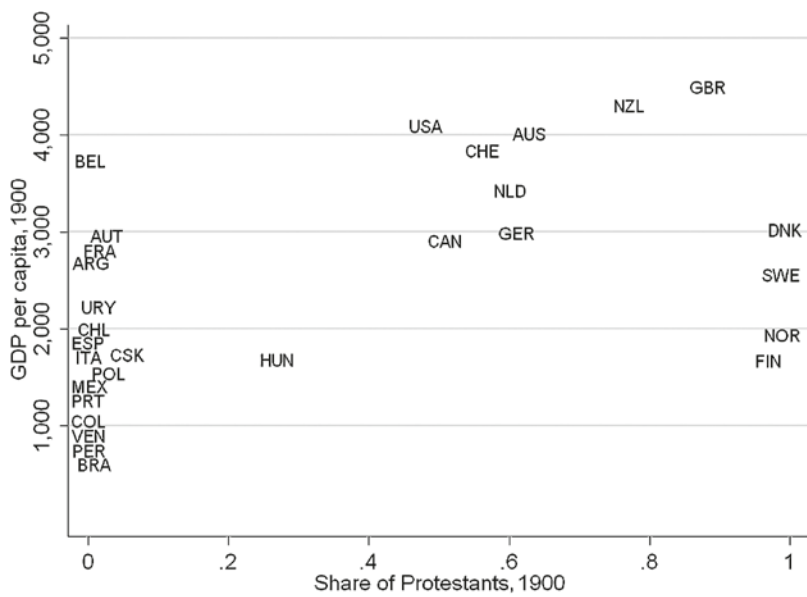
- Getting smarter
- Gaining courage
- Laughing at yourself
- Expanding your comfort zone

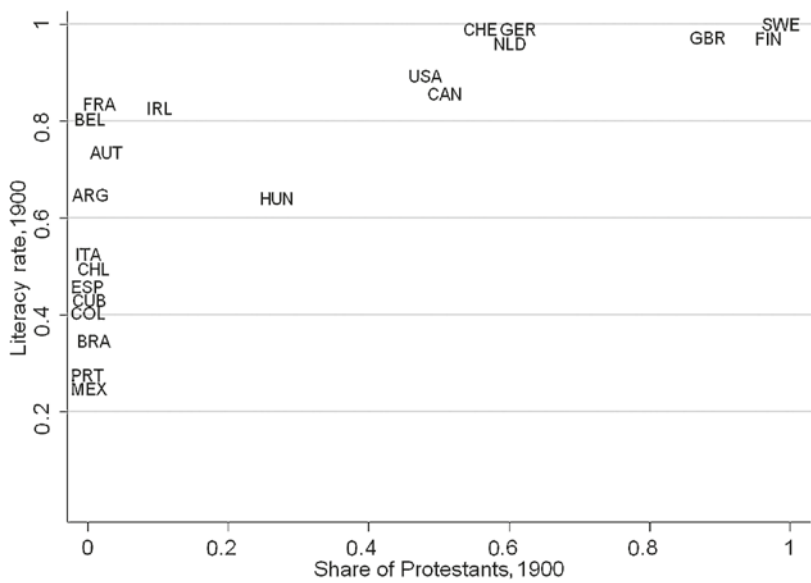
HOW WE THINK LEARNING HAPPENS

Knowledge → Comfort → Practice → Progress

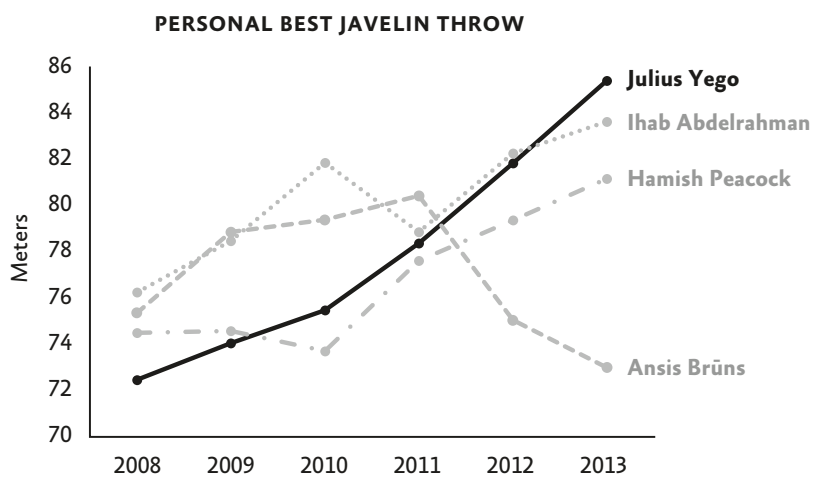
HOW LEARNING ACTUALLY HAPPENS

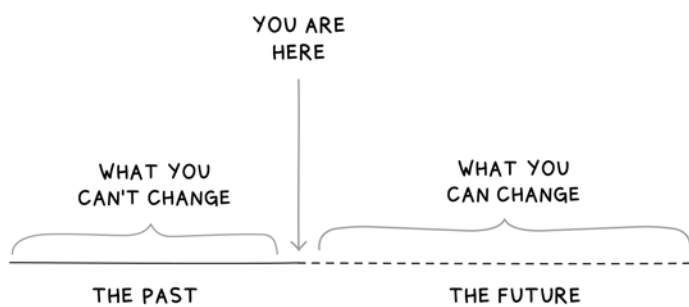




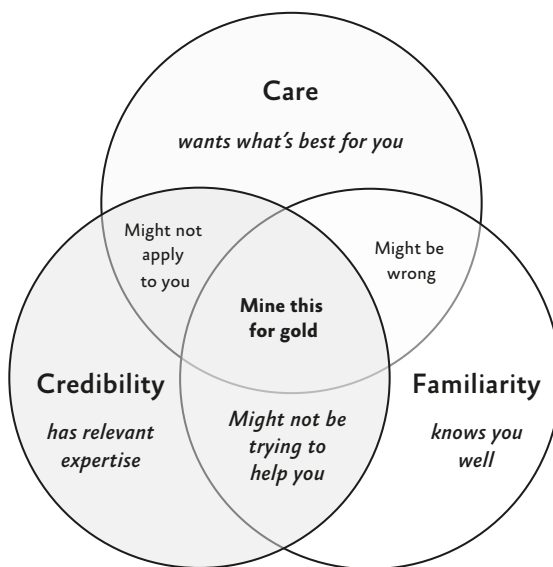


		FILTERING GOAL	
		<i>Ego</i>	<i>Growth</i>
ABSORBING APPROACH	<i>Reactive</i>	Rubber	Clay
	<i>Proactive</i>	Teflon	Sponge





WHICH SOURCES TO TRUST

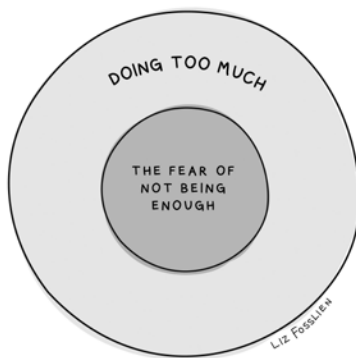


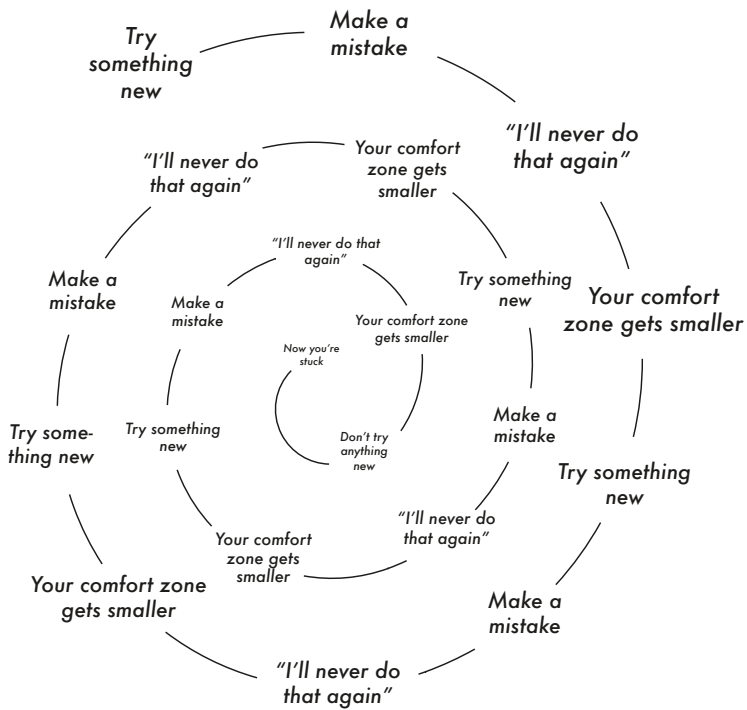
Liz Fosslein





PERFECTIONISM



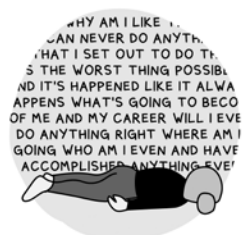


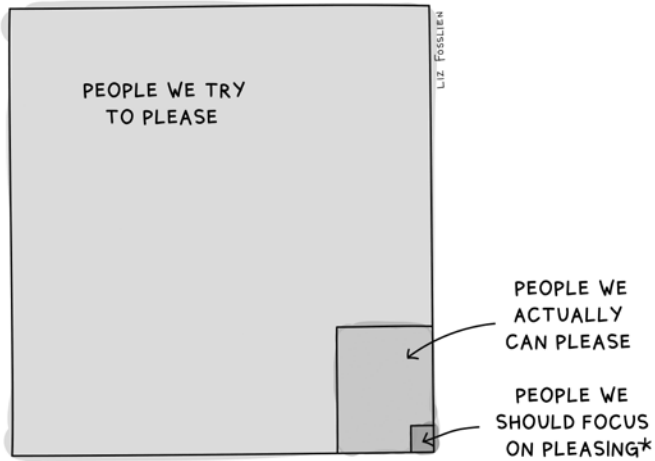


WHEN I DO
SOMETHING WELL

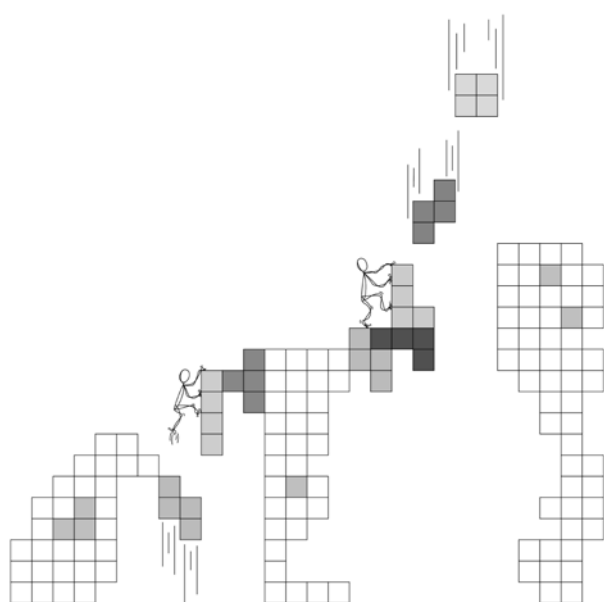


WHEN I MAKE A
MINOR MISTAKE





* INCLUDES YOURSELF



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PROGRESS

"I HAVE TO"

100%



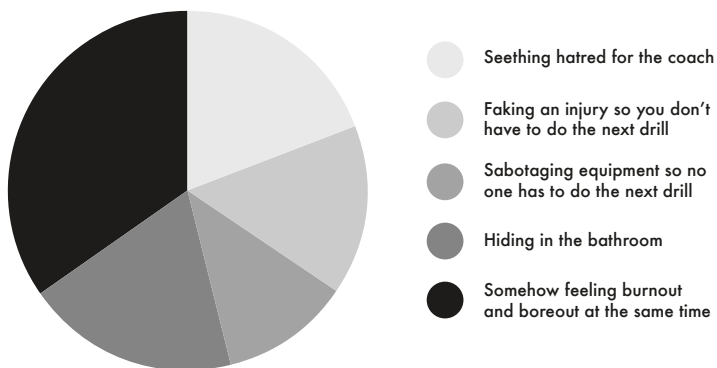
"I WANT TO"

100%

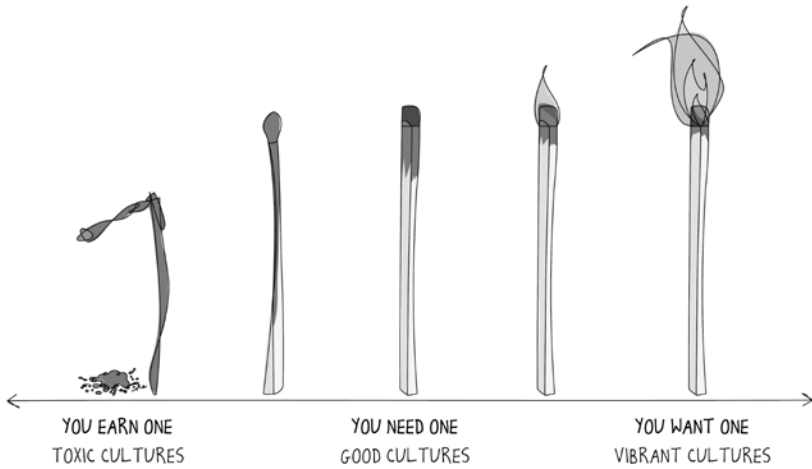


LIZ FOSSLIEN

PRACTICE WITHOUT PLAY

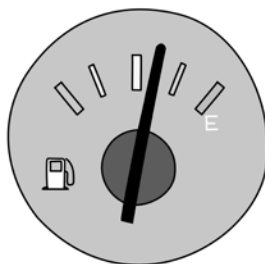


YOU CAN TAKE A BREAK WHEN ...



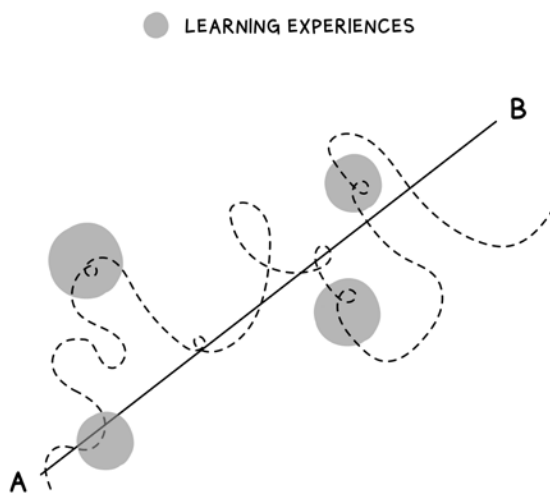
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WHEN WE SHOULD
TAKE A BREAK

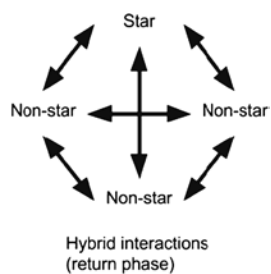
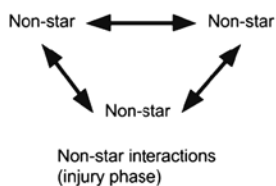
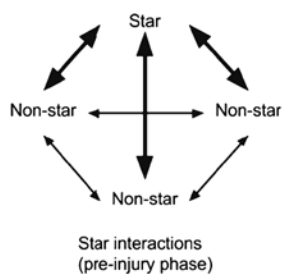


WHEN WE ACTUALLY
TAKE A BREAK





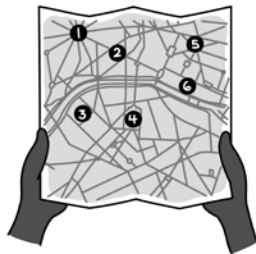
LIZ FOSSLIE



Thicker lines represent more passes

WHAT WE THINK WE
NEED TO GET STARTED

A PERFECT MAP
OF THE FUTURE



WHAT WE
ACTUALLY NEED

A GENERAL
DIRECTION







Janis Ozolins from OzolinsJanis.com

PROGRESS

HOW WE WANT IT TO FEEL:
FASTBALL

HOW IT ACTUALLY FEELS:
KNUCKLEBALL

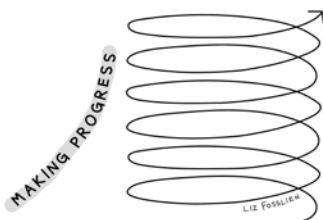


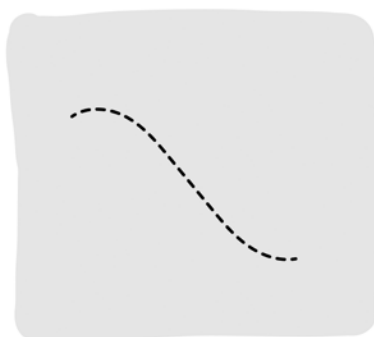
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WHAT IT CAN FEEL LIKE

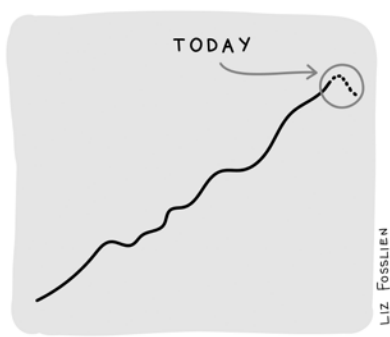


WHAT'S ACTUALLY HAPPENING



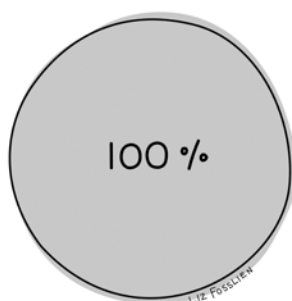


WHAT YOU SEE

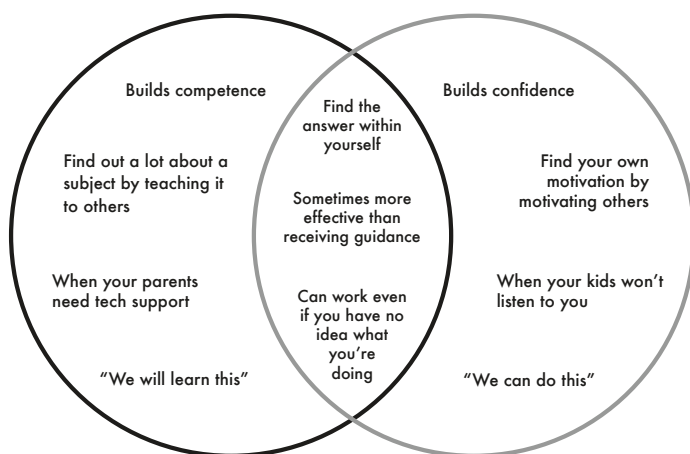


WHERE YOU ARE

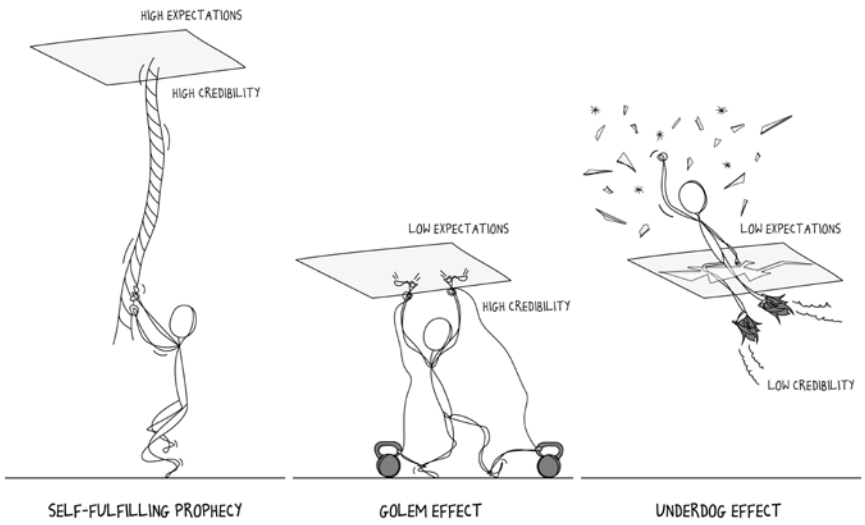
PERCENTAGE OF YOUR WORST
DAYS YOU'VE MADE IT THROUGH



TEACHING vs. COACHING



		CREDIBILITY	
		<i>Ignorant</i>	<i>Knowledgeable</i>
EXPECTATIONS	<i>Doubter</i>	Challenged: <i>I will prove them wrong</i>	Threatened: <i>I don't have what it takes</i>
	<i>Believer</i>	Unmoved: <i>They're easily impressed</i>	Empowered: <i>I will prove them right</i>

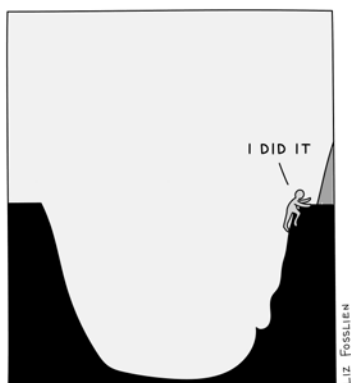


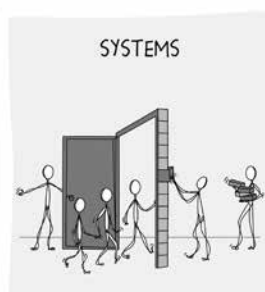
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THE STRENGTH WE'RE
TAUGHT TO ADMIRE

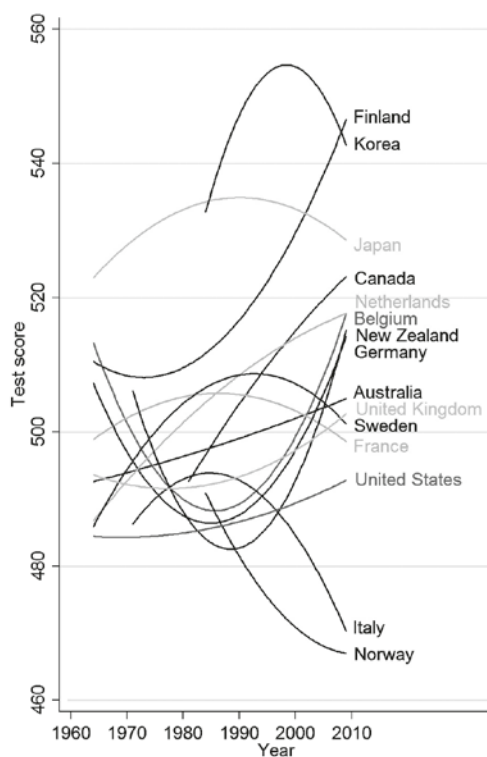


THE STRENGTH WE
SHOULD ALSO ADMIRE



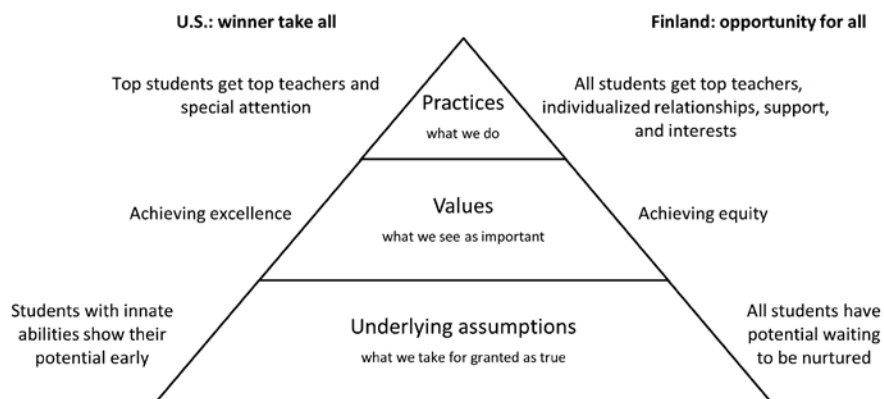


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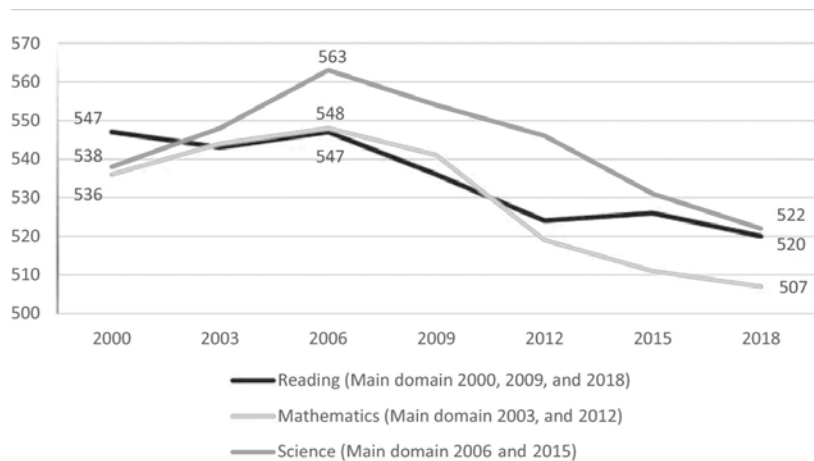
Sources: Ripley, *The Smartest Kids in the World*; Hanushek and Woessmann, *The Knowledge Capital of Nations*. For the years before the PISA was introduced, economists created a common metric to compare different tests administered in each country.

CONTRASTING EDUCATION CULTURES



Inspired by Edgar Schein's iceberg model of culture

Finland's proficiency trend across PISA cycles



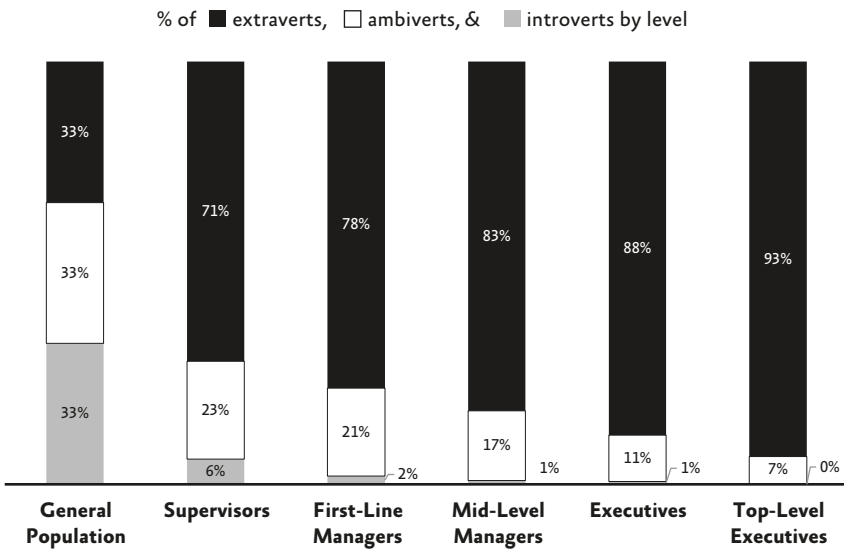


TEAM



There it is.
The "i" in team.
It's hidden in the a-hole.

It's Very Extraverted at the Top



Source: research by Stephan Dilchert and Deniz Ones with over 4,000 U.S. leaders and managers



MEETINGS

NONE OF US IS AS DUMB AS ALL OF US.

WHAT WE THINK WORKS BRAINSTORMING



WHAT ACTUALLY WORKS BRAINWRITING

STEP ONE GENERATE IDEAS INDEPENDENTLY



STEP TWO REGROUP TO EVALUATE AND DISCUSS

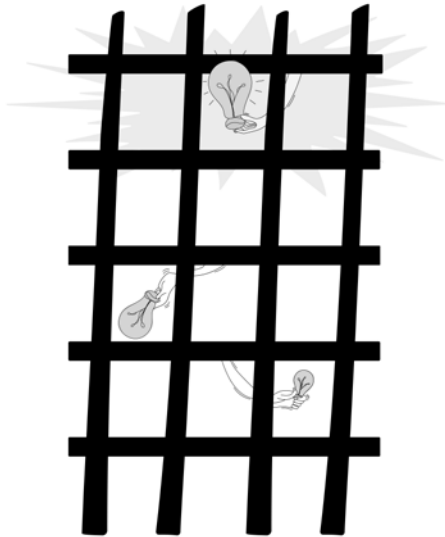


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LADDER SYSTEM



LATTICE SYSTEM



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I would like to increase my chances during the next selection process by correcting or improving any deficiencies that I may be unaware of but were discovered in my application package. I would therefore deeply appreciate any feedback you can provide regarding the status of my application, the level of consideration it was given and any comments, if possible, made by reviewers concerning my application.

A special thank you for taking time off your schedule to fulfill one of what must be thousands of requests.

National Aeronautics and
Space Administration

Lyndon B. Johnson Space Center
Houston, Texas
77058



January 26, 1990

AHX

Mr. Jose M. Hernandez
9619 Apple Blossom Way
Stockton, CA 95205

Dear Mr. Hernandez:

This letter is in response to your application for the Astronaut Candidate Program.

I regret to inform you that you were not selected for the Astronaut Candidate Program. The Johnson Space Center received more than 2,400 applications for the 16 mission specialist and 7 pilot positions filled. The large number of well-qualified applicants available made the selection process a difficult one. Regrettably, we were able to select only a small number of those with the potential to make a contribution to this nation's space program.

We intend to select a small number of Astronaut Candidates every 2 years as our needs dictate. We will continue to accept updates and applications for consideration for the next selection process.

We appreciate having had the opportunity to consider you for the Astronaut Candidate Program and wish you success in your future endeavors.

Sincerely,

Duane L. Ross
Manager, Astronaut
Selection Office

AHX

April 7, 1992

Dear Mr. Hernandez:

Thank you for applying for the Astronaut Candidate Program.

I regret to inform you that you were not selected for the Astronaut Candidate Program during the recent selection process. The Johnson Space Center received more than 2,200 applications for the 15 mission specialist and 4 pilot positions filled.

AHX

December 20, 1994

Dear Mr. Hernandez:

Thank you for applying for the Astronaut Candidate Program.

I regret to inform you that you were not selected for the Astronaut Candidate Program during the recent selection process. The Johnson Space Center received more than 2,900 applications for the 9 mission specialist and 10 pilot positions filled.

AHX

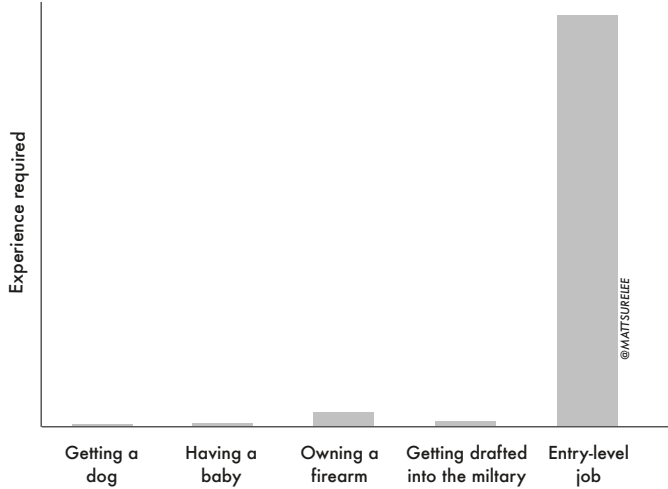
May 9, 1996

Dear Mr. Hernandez:

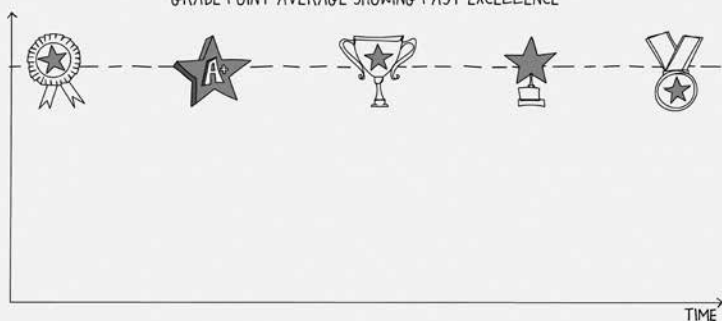
Thank you for applying for the Astronaut Candidate Program.

I regret to inform you that you were not selected for the Astronaut Candidate Program during the recent selection process. The Johnson Space Center received more than 2,400 applications for the 25 mission specialist and 10 pilot positions filled.

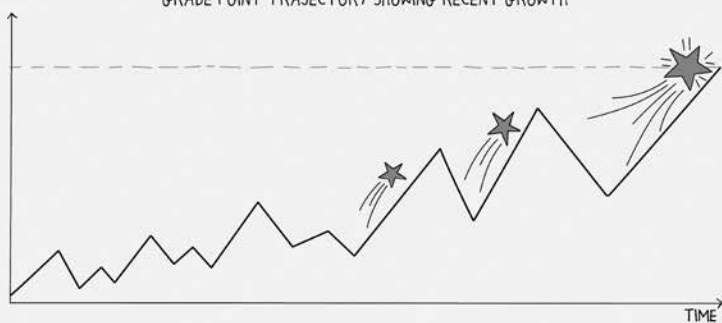
EXPERIENCE REQUIRED



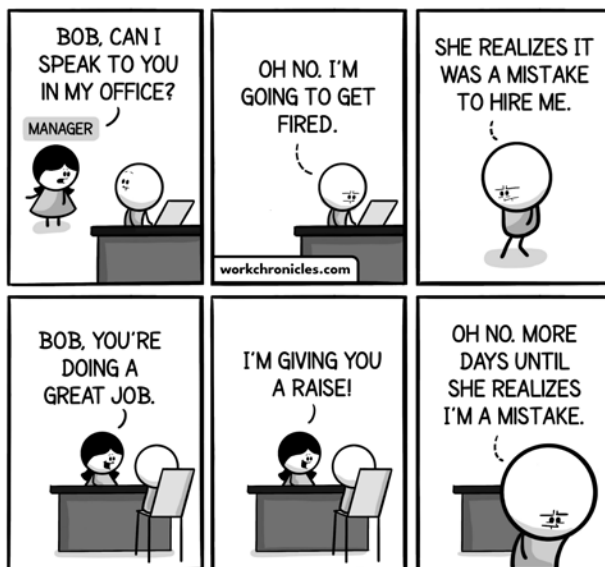
WHAT COLLEGES VALUE GRADE POINT AVERAGE SHOWING PAST EXCELLENCE



WHAT COLLEGES SHOULD VALUE GRADE POINT TRAJECTORY SHOWING RECENT GROWTH



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IMPOSTOR SYNDROME



ACTIONS FOR IMPACT

To take a quiz about your hidden potential, visit www.adamgrant.net.

The learning process isn't finished when we acquire knowledge. It's complete when we consistently apply that knowledge. Here are my top forty practical takeaways for unlocking hidden potential and achieving greater things.

I. BUILD CHARACTER SKILLS

1. *Unleash hidden potential through character skills.* The people who grow the most aren't the smartest people in the room. They're the ones who strive to make themselves and others smarter. When opportunity doesn't knock, look for ways to build a door—or climb through a window.

A. Become a creature of discomfort

2. *Don't be afraid to try a new style.* Instead of focusing on the way you like to learn, embrace the discomfort of matching the method to the task. Reading and writing are usually best for critical thinking. Listening is

ideal for understanding emotions, and doing is better for remembering information.

3. ***Use it or never gain it at all.*** Put yourself in the ring before you feel ready. You don't need to get comfortable before you can practice your skills—your comfort grows *as* you practice your skills. As polyglots show us, even experts have to start from day one.
4. ***Seek discomfort.*** Instead of just striving to learn, aim to feel uncomfortable. Pursuing discomfort sets you on a faster path to growth. If you want to get it right, it has to first feel wrong.
5. ***Set a mistake budget.*** To encourage trial and error, set a goal for the minimum number of mistakes you want to make per day or per week. When you expect to stumble, you ruminate about it less—and improve more.

B. Become a sponge

6. ***Increase your absorptive capacity.*** Seek out new knowledge, skills, and perspectives to fuel your growth—not feed your ego. Progress hinges on the quality of the information you take in, not on the quantity of information you seek out.
7. ***Ask for advice, not feedback.*** Feedback is backward-looking—it leads people to criticize you or cheer for you. Advice is forward-looking—it leads people to coach you. You can get your critics and cheerleaders to act more like coaches by asking a simple question: “What’s one thing I can do better next time?”
8. ***Figure out which sources to trust.*** Decide what information is worth absorbing—and which should be filtered out. Listen to the coaches who have relevant expertise (credibility), know you well (familiarity), and want what’s best for you (care).
9. ***Be the coach you hope to have.*** Demonstrate that honesty is the highest expression of loyalty. Model effective coaching by being forthcoming in what you say and respectful in how you say it. Show people how easy

it is to hear a hard truth from someone who believes in their potential and cares about their success.

C. Become an imperfectionist

10. ***Strive for excellence, not perfection.*** Progress comes from maintaining high standards, not eliminating every flaw. Practice wabi sabi, the art of honoring beauty in imperfection, by identifying some shortcomings that you can accept. Consider where you truly need the best and where you can settle for good enough. Mark your growth with Eric Best's questions: Did you make yourself better today? Did you make someone else better today?
11. ***Enlist judges to gauge your progress.*** To figure out whether you've created a minimum lovable product, ask a few people to independently rate your work on a scale of 0 to 10. Whatever score you receive, ask them how you can get closer to 10. Be sure to set an acceptable as well as aspirational result—and don't forget that to get high scores on your top priorities, you may have to be satisfied with lower scores on the others.
12. ***Be your own last judge.*** It's better to disappoint others than to disappoint yourself. Before you release something into the world, assess whether it represents you well. If this was the only work people saw of yours, would you be proud of it?
13. ***Engage in mental time travel.*** When you're struggling to appreciate your progress, consider how your past self would view your current achievements. If you knew five years ago what you'd accomplish now, how proud would you have been?

II. SET UP SCAFFOLDING TO OVERCOME OBSTACLES

14. ***Look outward for the right support at the right time.*** Every challenge requires its own support. The support you need isn't permanent—it's

a temporary structure that gives you a foothold or a lift so you can keep climbing on your own.

A. Turn practice into play

15. ***Turn the daily grind into a source of daily joy.*** To maintain harmonious passion, design practice around deliberate play. Set up fun skill-building challenges—like Evelyn Glennie learning to play a Bach piece on a snare drum, Steph Curry trying to score twenty-one points in a minute, or medical residents honing their nonverbal communication skills by using nonsense words in improv comedy games.
16. ***Compete against yourself.*** Measure your progress over time, not against an opponent. The risk of competing against others is that you can win without getting better. When you compete against yourself, the only way to win is to grow.
17. ***Don't hold yourself hostage to a fixed routine.*** It's possible to avoid burnout and boreout by introducing novelty and variety into your practice. You can alternate between different skills you're practicing or switch up the tools and methods you use to learn those skills. Even small tweaks can make a big difference.
18. ***Be proactive about rest and recovery.*** Don't wait until you're burned out or bored out to take breaks—build them into your schedule. Taking time off helps to sustain harmonious passion, unlock fresh ideas, and deepen learning. Relaxing is not a waste of time; it's an investment in well-being.

B. Take the roundabout path to progress

19. ***When you're stuck, back up to move forward.*** When you hit a dead end, it might be time to turn around and find a new path. It feels like regressing, but it's often the only way to find a route to progress.

- 20. ***Find a compass.*** You don't need a map to start on a new route—you just need a compass to gauge whether you're heading in the right direction. A good compass is a credible source that signals when you're going off course.
- 21. ***Seek multiple guides.*** Instead of relying on a single expert or mentor, remember that the best directions come from multiple guides. Ask them about the landmarks and turning points from their own journeys—and tell them about the roads you've taken so far. As they drop pins, you can piece them together into a route that works for you.
- 22. ***Find a side gig.*** When you find yourself languishing, you can build momentum by taking a detour to a new destination. When you make progress in a side project or hobby, you rack up small wins, which remind you that forward movement is possible.

C. Fly by your own bootstraps

- 23. ***Teach what you want to learn.*** The best way to learn something is to teach it. You understand it better after you explain it—and you remember it better after you take the time to recall it. Like the Golden Thirteen, you can do this in groups, with each member teaching a distinct skill or slice of information.
- 24. ***Build confidence by coaching others.*** When you're doubting your ability to overcome an obstacle, instead of seeking advice, try giving advice. Guiding others through a challenge reminds you that you have the resources you need to tackle it. The advice you give is usually the advice you need to take.
- 25. ***Harness both high and low expectations as motivation.*** If ignorant naysayers doubt you, take it as a challenge. Instead of letting them crush your confidence, recognize it as an opportunity to prove them wrong. And when credible believers are behind you, rise to the occasion and prove them right.

26. ***Be a good ancestor.*** When your faith falters, recall who you're fighting for. Our deepest reserves of resilience come from knowing that other people are counting on us.

III. BUILD SYSTEMS OF OPPORTUNITY

27. ***Open doors for people who are underrated and overlooked.*** Create systems that invest in and create opportunities for all—not just gifted students and high-potential employees. A good system gives underdogs and late bloomers the chance to show how far they've come.

A. Design schools to bring out the best in all students

28. ***Don't waste a brain.*** Recognize that intelligence comes in many forms, and every child has the potential to excel. Cultivate a growth mindset in teachers, not only in students. Gauge success by the progress of every student, not just those at the top.
29. ***Professionalize education.*** Following Finland's example, train and treat teachers as trusted professionals. When teachers are equipped and encouraged to stay up-to-date on the latest evidence, coach one another, and shape the curriculum, the next generation can achieve greater things.
30. ***Keep students with the same teachers for multiple years.*** Looping allows teachers to specialize in their students, not just their subjects. With more time to get to know each student personally, teachers can become coaches and mentors, tailoring their instructional and emotional support to help all students reach their potential.
31. ***Give students the freedom to explore and share their individual interests.*** The most important lesson to teach students is that learning is fun. When students get to select the activity stations, books, and projects that interest them, they're more likely to develop intrinsic motivation. When

they present on the topics they love, it reinforces their enthusiasm—and gives their classmates the chance to catch it.

B. Unearth collective intelligence in teams

32. ***Transform groups into teams.*** Collective intelligence depends on cohesion—aligning a team around shared responsibility for a meaningful mission. When people believe they need one another to succeed in reaching an important goal, they become more than the sum of their parts.
33. ***Choose leaders based on prosocial skills.*** Instead of promoting babblers and ball hogs, elevate people who put the mission above their ego—and prioritize team cohesion over personal glory. When teams are eager to contribute, the most effective leader is not the loudest talker, but the best listener.
34. ***Shift from brainstorming to brainwriting.*** For more balanced participation and better solutions, before you meet as a group, have people generate and evaluate ideas independently. Once all the ideas are on the table and all the voices are in the room, have the group select and refine the most promising possibilities.
35. ***Replace the corporate ladder with a lattice system.*** Instead of leaving it up to a single boss to shoot down suggestions, give people multiple paths to speak up. If people can go to more than one leader, a single no can't kill an idea—and a single yes can be enough to save it.

C. Discover uncut gems in job interviews and college applications

36. ***Eliminate requirements for credentials and experience.*** When evaluating others, beware of mistaking past accomplishments and experience for future potential. Background and talent determine where people start, but character skills shape how far they can climb.

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ACTIONS FOR IMPACT

To take a quiz about your hidden potential, visit www.adamgrant.net.

The learning process isn't finished when we acquire knowledge. It's complete when we consistently apply that knowledge. Here are my top forty practical takeaways for unlocking hidden potential and achieving greater things.

I. BUILD CHARACTER SKILLS

1. *Unleash hidden potential through character skills.* The people who grow the most aren't the smartest people in the room. They're the ones who strive to make themselves and others smarter. When opportunity doesn't knock, look for ways to build a door—or climb through a window.

A. Become a creature of discomfort

2. *Don't be afraid to try a new style.* Instead of focusing on the way you like to learn, embrace the discomfort of matching the method to the task. Reading and writing are usually best for critical thinking. Listening is

ideal for understanding emotions, and doing is better for remembering information.

3. ***Use it or never gain it at all.*** Put yourself in the ring before you feel ready. You don't need to get comfortable before you can practice your skills—your comfort grows *as* you practice your skills. As polyglots show us, even experts have to start from day one.
4. ***Seek discomfort.*** Instead of just striving to learn, aim to feel uncomfortable. Pursuing discomfort sets you on a faster path to growth. If you want to get it right, it has to first feel wrong.
5. ***Set a mistake budget.*** To encourage trial and error, set a goal for the minimum number of mistakes you want to make per day or per week. When you expect to stumble, you ruminate about it less—and improve more.

B. Become a sponge

6. ***Increase your absorptive capacity.*** Seek out new knowledge, skills, and perspectives to fuel your growth—not feed your ego. Progress hinges on the quality of the information you take in, not on the quantity of information you seek out.
7. ***Ask for advice, not feedback.*** Feedback is backward-looking—it leads people to criticize you or cheer for you. Advice is forward-looking—it leads people to coach you. You can get your critics and cheerleaders to act more like coaches by asking a simple question: “What’s one thing I can do better next time?”
8. ***Figure out which sources to trust.*** Decide what information is worth absorbing—and which should be filtered out. Listen to the coaches who have relevant expertise (credibility), know you well (familiarity), and want what’s best for you (care).
9. ***Be the coach you hope to have.*** Demonstrate that honesty is the highest expression of loyalty. Model effective coaching by being forthcoming in what you say and respectful in how you say it. Show people how easy

it is to hear a hard truth from someone who believes in their potential and cares about their success.

C. Become an imperfectionist

10. ***Strive for excellence, not perfection.*** Progress comes from maintaining high standards, not eliminating every flaw. Practice wabi sabi, the art of honoring beauty in imperfection, by identifying some shortcomings that you can accept. Consider where you truly need the best and where you can settle for good enough. Mark your growth with Eric Best's questions: Did you make yourself better today? Did you make someone else better today?
11. ***Enlist judges to gauge your progress.*** To figure out whether you've created a minimum lovable product, ask a few people to independently rate your work on a scale of 0 to 10. Whatever score you receive, ask them how you can get closer to 10. Be sure to set an acceptable as well as aspirational result—and don't forget that to get high scores on your top priorities, you may have to be satisfied with lower scores on the others.
12. ***Be your own last judge.*** It's better to disappoint others than to disappoint yourself. Before you release something into the world, assess whether it represents you well. If this was the only work people saw of yours, would you be proud of it?
13. ***Engage in mental time travel.*** When you're struggling to appreciate your progress, consider how your past self would view your current achievements. If you knew five years ago what you'd accomplish now, how proud would you have been?

II. SET UP SCAFFOLDING TO OVERCOME OBSTACLES

14. ***Look outward for the right support at the right time.*** Every challenge requires its own support. The support you need isn't permanent—it's

a temporary structure that gives you a foothold or a lift so you can keep climbing on your own.

A. Turn practice into play

15. ***Turn the daily grind into a source of daily joy.*** To maintain harmonious passion, design practice around deliberate play. Set up fun skill-building challenges—like Evelyn Glennie learning to play a Bach piece on a snare drum, Steph Curry trying to score twenty-one points in a minute, or medical residents honing their nonverbal communication skills by using nonsense words in improv comedy games.
16. ***Compete against yourself.*** Measure your progress over time, not against an opponent. The risk of competing against others is that you can win without getting better. When you compete against yourself, the only way to win is to grow.
17. ***Don't hold yourself hostage to a fixed routine.*** It's possible to avoid burnout and boreout by introducing novelty and variety into your practice. You can alternate between different skills you're practicing or switch up the tools and methods you use to learn those skills. Even small tweaks can make a big difference.
18. ***Be proactive about rest and recovery.*** Don't wait until you're burned out or bored out to take breaks—build them into your schedule. Taking time off helps to sustain harmonious passion, unlock fresh ideas, and deepen learning. Relaxing is not a waste of time; it's an investment in well-being.

B. Take the roundabout path to progress

19. ***When you're stuck, back up to move forward.*** When you hit a dead end, it might be time to turn around and find a new path. It feels like regressing, but it's often the only way to find a route to progress.

20. **Find a compass.** You don't need a map to start on a new route—you just need a compass to gauge whether you're heading in the right direction. A good compass is a credible source that signals when you're going off course.
21. **Seek multiple guides.** Instead of relying on a single expert or mentor, remember that the best directions come from multiple guides. Ask them about the landmarks and turning points from their own journeys—and tell them about the roads you've taken so far. As they drop pins, you can piece them together into a route that works for you.
22. **Find a side gig.** When you find yourself languishing, you can build momentum by taking a detour to a new destination. When you make progress in a side project or hobby, you rack up small wins, which remind you that forward movement is possible.

C. Fly by your own bootstraps

23. **Teach what you want to learn.** The best way to learn something is to teach it. You understand it better after you explain it—and you remember it better after you take the time to recall it. Like the Golden Thirteen, you can do this in groups, with each member teaching a distinct skill or slice of information.
24. **Build confidence by coaching others.** When you're doubting your ability to overcome an obstacle, instead of seeking advice, try giving advice. Guiding others through a challenge reminds you that you have the resources you need to tackle it. The advice you give is usually the advice you need to take.
25. **Harness both high and low expectations as motivation.** If ignorant naysayers doubt you, take it as a challenge. Instead of letting them crush your confidence, recognize it as an opportunity to prove them wrong. And when credible believers are behind you, rise to the occasion and prove them right.

26. *Be a good ancestor.* When your faith falters, recall who you're fighting for. Our deepest reserves of resilience come from knowing that other people are counting on us.

III. BUILD SYSTEMS OF OPPORTUNITY

27. *Open doors for people who are underrated and overlooked.* Create systems that invest in and create opportunities for all—not just gifted students and high-potential employees. A good system gives underdogs and late bloomers the chance to show how far they've come.

A. Design schools to bring out the best in all students

28. *Don't waste a brain.* Recognize that intelligence comes in many forms, and every child has the potential to excel. Cultivate a growth mindset in teachers, not only in students. Gauge success by the progress of every student, not just those at the top.
29. *Professionalize education.* Following Finland's example, train and treat teachers as trusted professionals. When teachers are equipped and encouraged to stay up-to-date on the latest evidence, coach one another, and shape the curriculum, the next generation can achieve greater things.
30. *Keep students with the same teachers for multiple years.* Looping allows teachers to specialize in their students, not just their subjects. With more time to get to know each student personally, teachers can become coaches and mentors, tailoring their instructional and emotional support to help all students reach their potential.
31. *Give students the freedom to explore and share their individual interests.* The most important lesson to teach students is that learning is fun. When students get to select the activity stations, books, and projects that interest them, they're more likely to develop intrinsic motivation. When

they present on the topics they love, it reinforces their enthusiasm—and gives their classmates the chance to catch it.

B. Unearth collective intelligence in teams

32. ***Transform groups into teams.*** Collective intelligence depends on cohesion—aligning a team around shared responsibility for a meaningful mission. When people believe they need one another to succeed in reaching an important goal, they become more than the sum of their parts.
33. ***Choose leaders based on prosocial skills.*** Instead of promoting babblers and ball hogs, elevate people who put the mission above their ego—and prioritize team cohesion over personal glory. When teams are eager to contribute, the most effective leader is not the loudest talker, but the best listener.
34. ***Shift from brainstorming to brainwriting.*** For more balanced participation and better solutions, before you meet as a group, have people generate and evaluate ideas independently. Once all the ideas are on the table and all the voices are in the room, have the group select and refine the most promising possibilities.
35. ***Replace the corporate ladder with a lattice system.*** Instead of leaving it up to a single boss to shoot down suggestions, give people multiple paths to speak up. If people can go to more than one leader, a single no can't kill an idea—and a single yes can be enough to save it.

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