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If you already know these tips, keep links useful as a quick way to help friends. If you have your own tips you'd like to suggest, add them to a comment or send them to news@tipb.com. (If it was so awesome and previously unknown to us, we would even give ya a gift. .) We can earn commissions for purchases using our links. Learn more. Last Updated on March 17, 2020 Josh Waitzkin has lived a full life as a chess master and international martial arts champion, and as of this writing he is not yet 35 years old. The Art of Learning: An Inner Journey to Optimal Performance chronicles his journey from chess prodigy (and the subject of the film Finding Bobby Fischer) to the Chi Chuan world championship with lessons learned identified and described along the way. Marketing expert Seth Godin has written and said that one should decide to change three things as a result of reading a business book: readers will find many lessons in Waitzkin's volume. Waitzkin has a list of lists that appears throughout the book, but it is not always clear exactly what the principles are and how they bind together. It doesn't really hurt the readability of the book, and it's the best little inconvenience. There are many lessons for educators or leaders, and as a person who teaches college, is the president of a chess club in high school, and who began studying martial arts about two years ago, I found the book interesting, mending, and instructive. Waitzkin's chess career began among the impostors in New York's Washington Square, and he learned how to concentrate between this noise and distraction. This experience taught him a number of aggressive chess games as well as the importance of the durability of the cage players he interacted with. He was discovered in Washington Square by chess teacher Bruce Pandolfini, who became his first coach and developed him from an extraordinary talent into one of the best young players in the world. The book presents Waitzkin's life as a contrasting study; Perhaps this was intentional given Waitzkin's acknowledging an interest in eastern philosophy. Among the most useful lessons concerning the aggression of gardeners and young prodigys who bring their queens into action early or who set elaborate traps and then pounce on opponents' mistakes. This is an excellent way to send weaker players quickly, but not build endurance or skill. He contrasts this approach with paying attention to the details that lead to genuine mastery over the long term. According to Waitzkin, the unfortunate reality in the arts of chess and martial arts —and perhaps by extension in education —is that people learn many superficial and sometimes impressive tricks and techniques without developing subtle and nuanced commands of basic principles. Tricks and traps can impress (or defeat) the terrible, but they have limited usability towards someone who really knows what he's doing. Strategies that rely on quick checkmates tend to falter against players who can fend off attacks and get them into long middle games. Destroying lower players with a four-move check buddy is very satisfying, but not least for a better game. He offered one child as an anecdote that won many games against lesser opposition but who refused to embrace the real challenge, settling for a series of long victories over decidedly inferior players (pp. 36-37). It reminds me of a suggestion I got from a friend recently: always try to make sure you're the stupidest person in the room so you're always learning. Many of us, though, draw our self-esteem from being big fish in small ponds. Waitzkin's discussion cast chess as boxing intellectuals, and they very appropriately remember his discussion of martial arts later in the book. Those familiar with boxing will remember Muhammad Ali's strategy against George Foreman in the 1970s: Foreman was a heavy hitter, but he had never been in a long fight before. Ali Ai with a rope-a-dope strategy, patiently absorbing Foreman's punches and waiting for Foreman to exhaust himself. His lesson from chess is spot on (p. 34-36) as he discusses promising young players who are more focused on winning fast than developing their game. Waitzkin builds on these stories and contributes to our understanding of learning in chapter two by discussing entity and incremental approaches to learning. Entity theory believes innate things; thus, one can play chess or do karate or become an economist because he was born to do it. Therefore, failure is very personal. On the contrary, incremental theory views loss as an opportunity: step by step, gradually, beginners can become masters (p. 30). They rise to the occasion when presented with difficult material because their approach is oriented towards mastering something over time. Entity theory collapses under pressure. Waitzkin contrasts that with his approach, where he spends a lot of time dealing with end-of-game strategies where both players have very few pieces. Instead, he says that many young students start by learning a variety of opening variations. It ruined their game over the long term. (m) every very talented kid is expected to win without much resistance. When matches are a struggle, they are emotionally unprepared. For some of us, pressure becomes a source of paralysis and error is the beginning of a downward spiral (pp. 60, 62). However, as Waitzkin argues, a different approach is needed if we are to reach our full potential. The fatal drawbacks of shock-and-awe, the blitzkrieg approach to chess, martial arts, and ultimately anything to be learned is that everything can be learned by rote. Waitzkin scoffs at martial arts practitioners who become collectors of form with sumptuous kicks and spins that have absolutely no martial value (p. People might say the same about the set of problems. This is not to get the basics —Waitzkin's focus at Chi is to improve certain basic principles (p. 117)—but there is a profound difference between technical prowess and correct understanding. Knowing movement is one thing, but knowing how to determine what to do next is quite another. Waitzkin's intense focus on fundamentals and an enhanced process means that he remains strong in the next round while his opponents defend. His approach to martial arts is summarized in this section (p. 123): I have condensed the mechanics of my body into a potent state, while most of my opponents have large, elegant, and relatively impractical repertoire. The fact is that when there is intense competition, those who manage to have the skills that more honed than others. This is rarely a mysterious technique that propels us to the top, but rather a deep mastery of what might be a basic skill set. Depth beats wide every day of the week, as it opens up channels for intangible, unconscious, creative components of our hidden potential. This is is More than smelling blood in the water. In chapter 14, he discusses mystical illusions, in which something so clearly internalized that a barely small-looking movement is so powerful as embodied in this quote from Wu Yu-hsiang, writing in the nineteenth century: If the opponent does not move, then I do not move. At the slightest step of the opponent, I move first. A learning-centered view of intelligence means associating effort with success through instruction and encouragement processes (p. 32). In other words, genetics and raw talent can only get you this far before the hard work has to pick up the slack (p. 37). Another useful lesson concerns the use of difficulties (cf. pp. 132-33). Waitzkin suggests using problems in one area to adapt and strengthen other areas. I have a personal example to support this. I'll always regret quitting basketball in high school. I remember my so second year — the last year I played — I broke my thumb and, instead of focusing on cardiovascular conditioning and other aspects of my game (like working with my left hand), I waited to recover before I went back to work. Waitzkin offers another useful chapter entitled slow down the time in which he discusses ways to sharpen and capitalize on intuition. He discusses the chunking process, which commercializes the problem into an increasingly large problem until one performs a series of tactically complex calculations, without having to think about it. The technical example of chess is very instructive in the footnote on page 143. A chess grandmaster has internalized a lot about the pieces and scenarios; Grandmasters can process large amounts of information with less effort than an expert. Mastery is the process of turning articulation into intuitive. There are many who will be familiar to people who read books like this, such as the need to pacing themselves, to set clear goals, the need to relax, techniques for getting into the zone, and so on. Anecdotes beautifully describe his points. During the book, he lays out his methodology for getting into zones, another concept that people in performance-based work think will come in handy. He calls it a soft zone (chapter three), and it consists of being flexible, easy to understand, and able to adapt to circumstances. Martial artist and condyger David Allen's Getting Things Done might recognize this as having a mind like water. He contrasts this with the hard zone, which demands a cooperative world for you to function. Like a dry twig, you are brittle, ready to snap under pressure (p. 54). Soft Zones are resilient, like flexible blades of grass that can move with and survive hurricane-force winds (p. 54). Another illustration refers to making sandals if a person is faced with field of thorns (p. 55). Either basing success on a submissive world or an overly powerful force, but on intelligent preparation and cultivated endurance (p. 55). 55). here will be familiar to creative people: you try to think, but one song by one band keeps exploding in your head. Waitzkin's only option is to come to terms with the noise (p. 56). In the language of economics, constraints are given: We can't pick them. This is explored in more detail in chapter 16. He discusses top players, Michael Jordan, Tiger Woods, and others who are not obsessed with the last failure and who knows how to relax when they need to (p. 179). NFL quarterback Jim Harbaugh's experience is also useful as the more he can let things go while the defense is on the field, the sharper he is on the next drive (p. 179). Waitzkin discusses further things he learned while experimenting in human performance, especially with respect to cardiovascular interval training, which can have a profound effect on your ability to quickly release tension and recover from mental exhaustion (p. That last concept—to recover from mental exhaustion—is likely what most academics need. There's a lot here about pushing boundaries; however, one must earn the right to do so: as Waitzkin wrote, Jackson Pollock could draw like a camera, but instead he chose to splash paint in a wild way that pulsates with emotion (p. 65). This is another good lesson for academics, managers, and educators. Waitzken pays great attention to detail when receiving instructions, especially from his Chi instructor William C. C. Chen. Chi is not about offering resistance or strength, but about the ability to blend in with energy (opponents), produce it, and overcome it with tenderness (p. 103). The book is filled with stories of people who didn't reach their potential because they didn't take advantage of opportunities to improve or because they refused to adapt to the conditions. This lesson is emphasized in chapter 17, in which he discusses making slippers when faced with a thorny path, as competitors are dealt with. This book offers some principles where we can become better educators, scholars, and managers. Celebrating results must be secondary to celebrating the process by which they are produced (pp. 45-47). There is also a contrasting study starting on page 185, and it is something I have struggled to learn. Waitzkin pointed to himself in tournaments that can relax between matches while some of his opponents are pressured to analyse their play in between. This leads to extreme mental exhaustion: the tendency of these competitors to exhaust themselves between rounds of the tournament is surprisingly widespread and highly self-destructive (e.g. 186). The art of learning has many things to teach us regardless of our field. I find it very relevant given my chosen profession and my decisions started learning martial arts when I started teaching. His insights are numerous and valid, and the fact that Waitzkin has used the principles he now teaches to be world class in two highly demanding competitive companies make it much easier to read. I recommend this book to anyone in a leadership position or in a position that requires extensive learning and adaptation. That is, I recommend this book to everyone. More About LearningFeatured photo credit: Jazmin Quaynor via unsplash.com unsplash.com

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