

Mindset

Same effort, different results — the difference is in your head. Three questions, four sources, one map you can actually use on Monday.

- BOOK · 10 TO 25
- TALK · FAN TRANSCRIPT
- HUBERMAN LAB INTERVIEW
- PEAK · ERICSSON
- ERIC'S OWN MAP

MINDSET

A worldview that shapes behaviour and grows out of specific, fundamental, **alterable** beliefs. Two of them decide how young people grow: the one *inside* the learner, and the one *facing* the learner.

BOOK P.97

BRANCH 1 · INSIDE THE LEARNER

Growth Mindset

Ability can be developed — but "develop" is a method, not a mood.

- Effort is not the answer** Q2
Naive practice = repetition + hope. It stops working the moment performance becomes automatic.
- Purposeful practice** PEAK
Specific goals · full focus · feedback · outside the comfort zone.
- Deliberate practice** PEAK
Purposeful practice **plus a teacher or coach** who knows what excellence looks like. Support is a requirement, not a bonus.
- Then stress arrives** Q3
Growth mindset loads your plate with challenge — and challenge produces a stress response that must be interpreted.
- Synergistic mindsets** BOOK · HUBERMAN
"I can grow" + "my stress is a resource." Either belief alone leaks.

BRANCH 2 · FACING THE LEARNER

Mentor Mindset

Where the "sufficient support" in branch 1 actually comes from.

- The mentor's dilemma** BOOK · TALK
It is very hard to criticise someone's work and motivate them at the same time.
- Two axes, four mindsets** BOOK FIG. 2.1
Standards × support: Enforcer · Protector · Apathetic · **Mentor**.
- Each wrong one is half right** BOOK
The enforcer keeps the standard, the protector keeps the person. The mentor refuses to trade one for the other.
- Wise feedback** TALK
One handwritten sentence doubled the number of students who revised their essay.
- Status & respect** TALK
From 10 to 25 the brain listens for one thing: are you taking me seriously?

SO WHAT DO I ACTUALLY DO? · FIVE PRACTICES · BOOK CHAPTERS 5-9

Transparency

Say why you are doing this

Questioning

Ask before you solve

Stress

Reframe the body, don't remove the challenge

Purpose

Connect the boring task to a bigger contribution

Belonging

Give a better story, not a slogan

Four sources. One rule: nothing is unattributed.

BOOK**10 to 25**

David Yeager, 2024. The full 473-page text. Page numbers are the book's own.

TALK**FAN transcript**

Yeager's 70-minute Family Action Network lecture, transcribed and reviewed. Spoken English — the phrasing is his, live.

HUBERMAN**Huberman Lab**

Andrew Huberman interviews Yeager, 15 Apr 2024. Official transcript.

PEAK**Ericsson & Pool**

The practice science. **Note:** 10 to 25 never cites Ericsson — connecting the two books is Eric's argument, not Yeager's.

THE HONEST DISCLAIMER

*The structure of this deck is mine. The evidence is theirs. Wherever you see **ERIC**, that is a bridge I built — argue with me, not with the research.*

QUESTION 01

So... what *is* a mindset, really?

Not the dictionary answer. The one you actually live by.

WARM UP

Finish this: "I have a mindset that ____."

GO DEEPER

Is a mindset something you *have*, or something you *do*?

PUSH

Name one belief you hold that you have never tested.

REFERENCE ANSWER

A mindset is a worldview — and worldviews are built from beliefs you can change.

"Mindsets are worldviews that shape behavior and grow out of specific, fundamental, alterable beliefs. Beliefs are the antecedents of leadership styles."

BOOK · 10 TO 25, P.97

- 1 Not a personality.** Yeager deliberately refuses the word "style" — styles sound fixed, and fixed means nobody has to change.
- 2 Not a mood.** A mindset is a lens for *meaning*: what does it mean that this is hard? What does it mean that my heart is racing?
- 3 Alterable is the whole point.** Because the belief underneath can move, the behaviour on top can move with it.

Two mindsets run this evening. One is yours. One is the one you give.

BRANCH 1 · INSIDE THE LEARNER

Growth mindset

"My ability can grow." True — and dangerously incomplete. What actually grows ability is a **method** (purposeful → deliberate practice) and a **person** (a coach). Questions 02 and 03 live here.

BRANCH 2 · FACING THE LEARNER

Mentor mindset

"High standards *and* high support." This is where the coach in branch 1 comes from. If nobody around you holds both, growth mindset is just a poster on the wall.

ERIC'S BRIDGE — THE SENTENCE THIS WHOLE DECK HANGS ON

Growth mindset without a method is wishful thinking. A method without support is abandonment.

QUESTION 02

Is trying harder enough?

You have studied English for years. You have "worked hard." Has the hard work paid what it promised?

WARM UP

Name something you have done for 10 years and are not much better at.

GO DEEPER

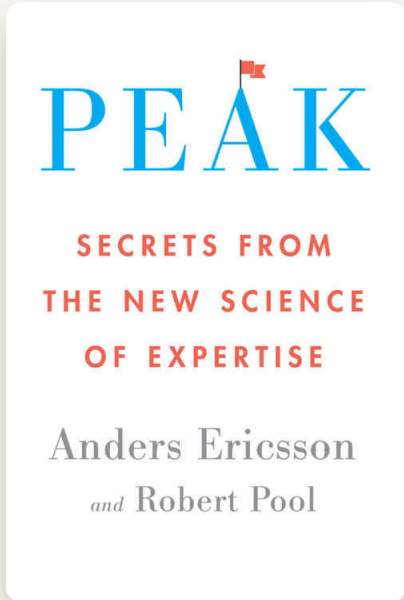
What is the difference between *doing* it and *practising* it?

PUSH

Who last told you exactly what you were doing wrong — and how did that feel?

REFERENCE ANSWER

No. Repetition is not practice.



PEAK

SECRETS FROM
THE NEW SCIENCE
OF EXPERTISE

Anders Ericsson
and Robert Pool

"...what we might call 'naive practice,' which is essentially just doing something repeatedly, and expecting that the repetition alone will improve one's performance."

PEAK · ERICSSON & POOL, CH.1

"Once you have reached this satisfactory skill level and automated your performance... you have stopped improving."

PEAK · ERICSSON & POOL, CH.1

Twenty years of driving does not make a better driver. Twenty years of speaking "fluent enough" English does not make a better speaker. Time is not the ingredient.

What effort has to look like before it starts paying.

Ericsson's four conditions. Miss one and you are back to repetition.

01

Specific goals

Not "get better." *"Play the piece all the way through at the proper speed without a mistake three times in a row."* A goal you can fail is a goal you can use.

02

Full focus

Attention, not attendance. The session is worthless while you are half in it.

03

Feedback

"You have to know whether you are doing something right and, if not, how you're going wrong."

04

Out of the comfort zone

"Perhaps the most important part." Trying to do what you could not do before — and hitting barriers on purpose.

"Get outside your comfort zone but do it in a focused way, with clear goals, a plan for reaching those goals, and a way to monitor your progress."

PEAK · ERICSSON & POOL, CH.1

And then Ericsson adds the part nobody quotes.

"Second, deliberate practice requires a teacher who can provide practice activities designed to help a student improve his or her performance."

PEAK · ERICSSON & POOL, CH.4 "THE GOLD STANDARD"

PURPOSEFUL

You push yourself

Goals, focus, feedback, discomfort. All of it generated by you, for you.

DELIBERATE = PURPOSEFUL + INFORMED

Someone who has been there designs the push

A developed field, a coach who knows what expert performance looks like, and a plan of small changes that add up. *"Deliberate practice is purposeful practice that knows where it is going and how to get there."*

ERIC'S BRIDGE — THIS IS THE WHOLE POINT OF QUESTION 02

*The answer to "is effort enough?" is: effort needs a **method**, and the method needs a **person**. That person is what the second half of tonight is about.*

Yeager says the same thing about his own field's most famous idea.

"People have tried to apply growth mindset but simplified it in a way of just saying, basically, try harder. Or I believe in you. If you try hard enough, you can do anything. But if your natural inclination is to view the need for effort as a sign that you are doing the wrong thing... then people are going to quit."

HUBERMAN
LAB · DAVID
YEAGER, 15
APR 2024

"If you believe effort outs you as lacking potential, and then I say you need to try hard, I'm saying you don't have potential. That basic insight is very poorly misunderstood in the field and it's led to tons of misapplication."

HUBERMAN LAB ·
DAVID YEAGER, 15
APR 2024

"Try harder" is not encouragement. To someone who believes effort exposes weakness, it is an accusation.

QUESTION 03

You finally start — and it feels awful. Now what?

Heart racing. Palms sweating. Stomach tight. You did everything right, and your body is behaving as if something is wrong.

WARM UP

Where in your body do you feel it first when you have to speak English?

GO DEEPER

What do you usually tell yourself in that moment?

PUSH

Is your goal to feel calm — or to perform well? Are those the same goal?

REFERENCE ANSWER

The feeling is not the failure. Your reading of the feeling is.

"An experience of your heart racing, your palms sweating, anxiety in your stomach — that is itself a new stressor that then needs to be interpreted and appraised by the person experiencing it."

HUBERMAN LAB ·
DAVID YEAGER, 15
APR 2024

STRESS-IS-DEBILITATING

"This is going to make me fail."

The body's mobilisation is read as evidence of incompetence. So you avoid, procrastinate, or self-handicap.

STRESS-CAN-BE-ENHANCING

"This is fuel I can use."

The same racing heart is read as a resource that meets a demand — the natural by-product of choosing something hard.

Growth mindset creates the challenge. That challenge creates the stress. So growth mindset alone hands you a problem it cannot solve.

You need both beliefs. Either one alone leaks.

	STRESS-IS-DEBILITATING BELIEF	STRESS-CAN-BE-ENHANCING BELIEF
Growth-mindset belief	"I could grow from this challenge if I could handle it, but the stress is going to make me fail."	SYNERGISTIC MINDSETS "I could grow from this challenge by using my stress responses as a resource for learning and performance."
Fixed-mindset belief	"This challenge is hard because I lack ability, and my stress response is making me perform even worse."	"I might be able to use my stress responses as a resource, but they can't help me grow because ability is fixed."

Two barriers, two beliefs: "**I can't do this**" is answered by growth mindset. "**Even if I did, the stress would break me**" is answered by stress-can-be-enhancing. Yeager's team found the treatment only works when both are present — that is what *synergistic* means.

THE TURN

Where does that coach come from?

Everything in branch 1 quietly assumed someone who will tell you the truth about your work and still believe you can meet the standard. That person is rare for one reason.

TRY IT

You must tell someone their work is not good enough — and keep them motivated. What do you say?

NOTICE

Which do you sacrifice first: the standard, or the relationship?

The mentor's dilemma

"It's very hard to simultaneously criticize someone's work and motivate them, because criticism can crush a young person's confidence. It's a dilemma because leaders feel like they're stuck between two bad choices. They could either put up with poor performance (but be nice) or demand high performance (but be cruel)."

BOOK · 10 TO 25, P.7

"The partner, meanwhile, is thinking, 'I billed \$1,000 an hour. This cost \$3,000 to give you this feedback. That's how much I believe in you.' And they're offended by it. And again, these are all smart, accomplished, motivated, successful people that are having this problem."

TALK · FAN TRANSCRIPT, "THE MENTOR'S DILEMMA"

Both sides walk in with growth in mind. Both walk out insulted. The feedback was accurate and the delivery was expensive — and nothing changed.

It is not one dial from soft to strict. It is two.

▲ HIGH STANDARDS

Enforcer mindset

High standards, low support. "That's the price of excellence." Keeps the bar and withholds the help.

Mentor mindset

High standards **and** high support. Refuses to trade the bar for the relationship, or the relationship for the bar.

Apathetic mindset

Low standards, low support. Checked out — Yeager notes there is little use in describing it.

Protector mindset

Low standards, high support. Lowers the bar to prevent discomfort. Kind in the moment, costly later.

◀ LOW SUPPORT

LOW STANDARDS ▼

HIGH SUPPORT ▶

Each wrong answer is half right. That is why it survives.

THE ENFORCER'S FEAR

"Without standards, they'll never make it."

Young people need accountability and discipline — that's the price of excellence. Half right: the standard genuinely matters.

THE PROTECTOR'S FEAR

"It seems cruel to push them."

They're already anxious and overloaded — why add pressure? Half right: the person genuinely matters.

THE MENTOR'S MOVE

Keep both halves.

High standards *plus* high support. Not a compromise between the two fears — a refusal to choose between them.

WHY THIS IS NOT SOFTNESS

*Not "do whatever you like." Not "if you can't do it, leave." But: **this is hard, I won't do it for you, and I will help you do it.***

One handwritten sentence. Twice as many students revised.

THE TREATMENT NOTE — SAY THIS

"I'm giving you these comments because I have very high standards and I know that you can reach them."

"The two things there are, first, the appeal to the high standard. And second, the assurance that the young person could meet that standard if they followed through on the provided feedback."

TALK · FAN TRANSCRIPT

"We found that kids were twice as likely to revise their essay if they got that short note... In the control group, 60% of those kids were like, 'No, I'm good.' No revised essay. So complete waste of effort."

TALK · FAN TRANSCRIPT

Same essay. Same comments. Same teacher. The only variable was whether the student was told *why* the criticism existed.

Five things you can actually say out loud.

Each one is a chapter of the book. Each one has an enforcer version, a protector version, and a mentor version — the difference is never the topic, it is the belief underneath.

TRANSPARENCY

Say why.

QUESTIONING

Ask before you solve.

STRESS

Reframe the body.

PURPOSE

Connect it to a contribution.

BELONGING

Offer a better story.

Discussion: which of these five would change your next Monday the most — and which one would be hardest for you to say?

Transparency

What it is: explaining the reason behind your standards and your behaviour, so a power gap cannot make your meaning ambiguous.

ENFORCER	PROTECTOR	MENTOR
"I shouldn't have to explain myself. People who expect transparency are overly sensitive and entitled."	"I can't say what I really think about their work because I want to be nice. They can't handle the truth."	"I need to explain, because a power gap and mistrust make the meaning of my behaviour ambiguous."
Charge ahead without explaining. Demand compliance.	Withhold uncomfortable information, or give bland praise.	Explain that the high expectations and the high support both come from believing in their potential.

HOW TO DO IT — SAY THIS

"I'm giving you this feedback because I have high standards and I know you can meet them."

Questioning

What it is: asking to understand their perspective before you prescribe a solution — the book calls the routine *collaborative troubleshooting*.

ENFORCER	PROTECTOR	MENTOR
"Their behaviour comes from faulty perspectives — shortsightedness, selfishness, entitlement. No point asking."	"Being asked to explain themselves would be uncomfortable or stressful, so better not to ask."	"Their behaviour makes sense from their perspective — usually driven by status and respect."

- 1

Ask before you fix. "We don't know how to prevent a misconception if we never find out why they were confused in the first place."
- 2

Troubleshoot, don't judge. It signals you are trying to understand the problem, not to catch them out — which is why it reads as respect.

HOW TO DO IT — SAY THIS

"Walk me through how you got here — what made this the reasonable thing to do?"

Stress

What it is: changing the meaning of the stress response instead of removing the challenge that caused it.

ENFORCER	PROTECTOR	MENTOR
"Stress is a nuisance that comes from weakness or poor planning."	"Stress can crush them, so they must be protected from it at all costs."	"Stress is the natural by-product of choosing to challenge yourself — and a resource that can fuel better performance."
Tell them to suppress it and toughen up.	Reduce their demands, or solve the problem for them.	Remind them the stress usually means they're doing something impressive — and encourage them to use it.

HOW TO DO IT — SAY THIS

"Feeling that means your body is getting ready, not that you're failing. Let's use it."

Purpose

What it is: answering the *why* question with a contribution beyond the self — not with rewards, threats, or "it's on the test."

ENFORCER	PROTECTOR	MENTOR
"Young people are shortsighted and selfish."	"They would crumble if they tried to pursue ambitious goals that could change their community."	"They're capable of a broader contribution to society, with the right support — and they're motivated by it, because it confers status."

HOW TO DO IT — THE WINNING NOTE FROM THE PURPOSE EXPERIMENT

"I'm giving you this assignment because I think you have the potential to get an interesting job and make people's lives better one day, if you develop your skills on assignments like this one."

In the study, this beat every other note attached to the same boring-but-important task.

Belonging

What it is: belonging is a *narrative* a person constructs — so the job is to help them tell a better story, not to shout "YOU BELONG."

ENFORCER	PROTECTOR	MENTOR
"If they feel they don't belong, they're usually right — they lack the talent or don't care enough."	"They're helpless when they feel they don't belong, so protect them from every belonging threat — including high expectations."	"Their uncertainty about belonging is legitimate — and it can change, through the steps they take to create their belonging."
Act as though belonging is irrelevant.	Protect them from ever questioning it — lower the bar if needed.	Give a better narrative through words and deeds; sometimes manage the threat; sometimes create real opportunities to belong.

HOW TO DO IT — SAY THIS

"Feeling out of place here is normal at this stage — it's a sign of the situation, not of you. It changes; here's what usually changes it."

Effort needs a method. The method needs a person.

Growth mindset tells you ability can grow. Peak tells you how — purposefully, deliberately, with a coach. Stress tells you the discomfort of that work is fuel, not evidence against you. And the mentor mindset is the name for being that coach: high standards, high support, and never trading one for the other.

ASK YOURSELF TONIGHT

Which quadrant was I in this week — enforcer, protector, apathetic, or mentor?

THEN

Pick one of the five practices and say the sentence out loud tomorrow.