Sydnee Brookes – October 6th, 2019

THE TALENT CODE

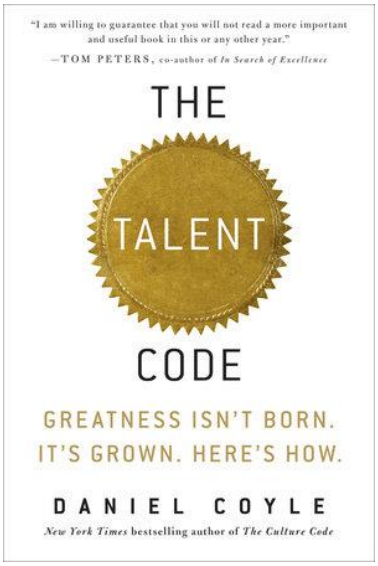
GREATNESS ISN'T BORN. IT'S GROWN. HERE'S HOW.

BY DANIEL COYLE

IN THIS ISSUE:

SUMMARY

Where does extraordinary talent come from? How does it grow? Coyle provides parents, teachers, coaches, businesspeople, and everyone else, with tools they can use to maximize potential in themselves and others. By researching talent hotbeds that produce world-class athletes, artists, and performers, Coyle has found the science behind how all individuals can grow talent by tapping into a newly discovered brain mechanism. The revolutionary science of myelin provides the backbone for the talent code as it is considered to be the holy grail of acquiring skill. Lastly, three key elements; deep practice, ignition, and master coaching, are identified that will allow a person to develop gifts and optimize performance for just about anything.



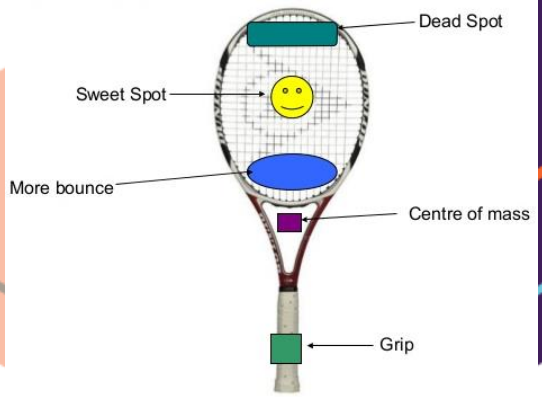
"Daniel Coyle digs deep into the core of the insatiable desire to become 'better.' *The Talent Code* is an amazing read with many practical applications for everyday life."
– Apolo Anton Ohno, Olympic gold medalist

ABOUT THE AUTHOR

Daniel Coyle is the *New York Times* bestselling author of not only the *Talent Code*, but also for *The Little Book of Talent, The Secret Race, Hardball: A Season in Projects,* to name a few. He was a co-author winner of the 2012 William Hill Sports Book of the Year Prize, he is a contributing editor for *Outside Magazine,* and works as a special advisor to the Cleveland Indians.

THE SWEET SPOT

Chapter 1



A process called "deep practice" is key to finding the sweet spot in learning any skill.

DEEP PRACTICE IS

- STRUGGLING IN CERTAIN TARGETED WAYS – OPERATING AT THE EDGE OF YOUR ABILITIES – WHERE MAKING MISTAKES, MAKES YOU SMARTER
- EXPERIENCES WHERE YOU'RE FORCED TO SLOW DOWN – MAKE ERRORS – AND CORRECT THEM

FOR EXAMPLE:

Brazil is well known for its collective talent of soccer players. Brazil was not always a great producer of soccer players. **So how does Brazil produce so many great players?**

Since the 1950's Brazilian players have trained in a particular way, with a particular tool that improves ball-handling skills faster than anywhere else in the world; deep practice. The best way to understand deep practice is to do it. **Take a few seconds to look at the following lists; spend the same amount of time on each one.**

A	B
ocean / breeze	bread / b_tter
leaf / tree	music / l_rics
sweet / sour	sh_e / sock
movie / actress	phone / bo_k
gasoline / engine	chi_s / salsa
high school / college	pen_il / paper
turkey / stuffing	river / b_at
fruit / vegetable	be_r / wine
computer / chip	television / rad_o
chair / couch	l_nch / dinner

YOU WILL BECOME CLEVER THROUGH YOUR MISTAKES.

- GERMAN PROVERB

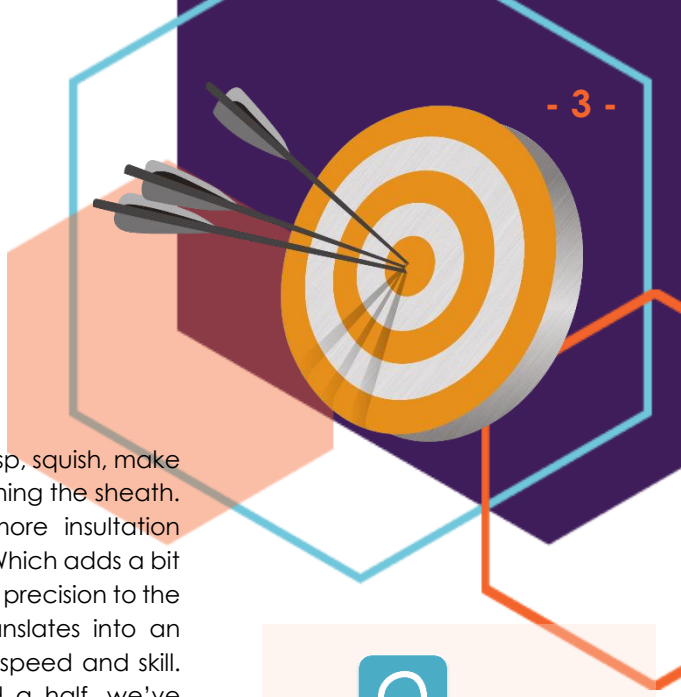
Now turn the page! Without looking, try to remember as many of the word pairs as you can. From which column do you recall more words?

If you're like most people, you will remember more words in column B. This is because when you encountered blank spaces, something profound happened. You stopped, experienced struggle, and that microsecond of struggle made all the difference. **You didn't practice harder, you practiced deeper.**

The *sweet spot* – finding the optimal gap between what you know and what you're trying to do – find this and learning takes off!

THE DEEP PRACTICE CELL

Chapter 2



Skill is insulation that wraps neural circuits & grows according to certain signals

MORE ABOUT MYELIN

Myelin plays a key role in the way our brain functions, particularly when it comes to acquiring skill. Myelin is a dense fat that wraps like electrical tape around a nerve fiber prevent impulses from leaking out. Therefore, the more the nerve fires, the more myelin wraps around it – the more myelin wraps around it, the faster signals travel. Each time we deeply practice a golf swing, or a guitar chord, or a chess opening, we are slowly installing broadband in our circuitry. We fire a signal; tiny myelin cells sense this and react by reaching toward the nerve fibers. They grasp, squish, make another wrap; thickening the sheath. They build a little more insultation long the nerve wire. Which adds a bit more bandwidth and precision to the skill circuit, which translates into an infinitesimal bit more speed and skill. The last century and a half, we've understood talent through a Darwin-inspired model of nature vs. nurture. Ultimately, we've chalked up hotbeds to underdogs who try harder – but success is not only because of trying harder but also because they are trying harder in the right way, practicing more deeply and earning more skill.

4 FUNDAMENTAL PRINCIPLES

THE FIRING OF THE CIRCUIT IS PARAMOUNT.

Deep practice is one where we are attentive, hungry, focused and even desperate.

MYELIN IS UNIVERSAL.

Whether you're playing tennis or playing chess, it grows according to the same rules.

MYELIN WRAPS- IT DOESN'T UNWRAP.

Once insulated, you can't un-insulate (except through age or disease). That's why habits are hard to break.

AGE MATTERS.

Myelin arrives in a series of waves in childhood and continues until our thirties and around age 50 we tip toward loss.

Q: Why is targeted, mistake-focused practice so effective?

A: Because the best way to build a good circuit is to fire it, attain to mistakes, then fire it again, over and over. Struggle is not an option: it's a biological requirement.

Q: Why are passion and persistence key ingredients of talent?

A: Because wrapping myelin around a big circuit requires immense energy and time. If you don't love it, you'll never work hard enough to be great.

Struggle is not optional. It's neurologically required in order to get your skill circuit to fire optimally. You must fire the circuit suboptimally; you must make mistakes and pay attention to those mistakes; you must slowly teach your circuit. You must also keep firing that circuit – i.e., practicing in order to keep myelin functioning properly.

THE BRONTES, THE Z-BOYS & THE RENAISSANCE

Chapter 3

Q: Why do breast-fed babies have higher IQs?

A: Because fatty acids in breast milk are the building blocks of myelin. That is why eating a diet high in omega-3 fatty acids has been linked to lowered risk of memory loss, dementia, and Alzheimer's disease.

Q: Why did Michael Jordan retire?

A: His myelin started to break down with age – not much, but enough to prevent him from firing impulses at the speeds and frequencies required for Michael Jordan-esque movement.

Q: Why can horses walk immediately on being born while humans take a year?

A: A horse is born with its muscles already myelinated and ready to go. A baby's muscles, on the other hand, don't get myelinated for a year or so, and the circuits get optimized only with practice.

THREE STORIES & EXAMPLES

Most stories about talent are strikingly similar. They go like this: without warning, in the midst of ordinary, everyday life, a Kid from Nowhere appears. The Kid possesses a mysterious natural gift for painting/math/baseball, physics, and through the power of that gift, he changes his life and the lives of those around him. Here are three examples.

The Brontë's

In West Yorkshire, within a drafty parsonage ruled by their icy, tyrannical father, three motherless sisters named Charlotte, Emily and Anne wrote several of the greatest work in English literature *(Jane Eyre, Agnes Grey, Wuthering Heights)* before dying at a young age.

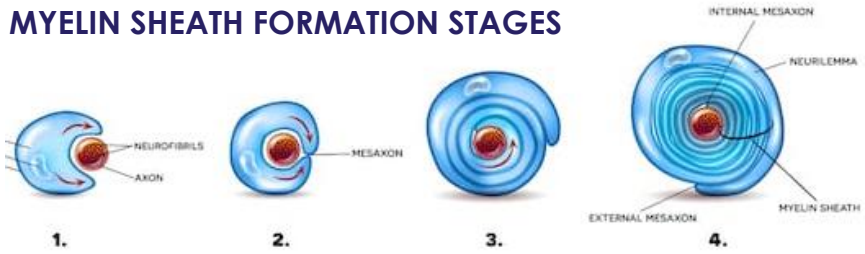
The Z-Boys

The world of skateboarding was turned upside down by a band of lanky, sub-bleached teenagers from a surf shop in California, they skated in a way no one had ever seen, they did aerial maneuvers, and scraped their boards along curbs and handrails.

The Renaissance

Florence was an epi-center for the rise graft guilds. These weavers, painters, goldsmiths, and the like, grew talent though the apprentice-ship system where boys around seven years old were sent to live with masters for fixed terms of 5-10 years and learned through action, not through theory/lecture. Producing da Vinci, Verrocchio, Donatello, Ghiberti, Michelangelo, and so on.

MYELIN SHEATH FORMATION STAGES



Skill is insulation that wraps neural circuits & grows according to certain signals

WE ARE MYELIN BEINGS.

This offers a revolutionary alternative to the traditional way we think about skill, talent and human nature itself. Thinking that talent comes from genes & environment is like thinking that cookies come from sugar, flour, and butter. It's true enough, but not sufficiently detailed to be useful.

What's the best strategy for writing instructions to build a machine that can learn immensely complicated skills?

- What if genes dealt with skill by building millions of broadband installers & distributed them throughout circuits in the brain? The installers wrap wires with insulation to make circuits work faster. They would follow a single rule: whatever circuits are fired most & most urgently, are the ones where the installers go. Skill circuits that are fired most often will receive more broadband and vice versa.
- This system is flexible, responsive and economical because it gives **all human beings** the innate potential to earn skill where needed. The proof lies in the talent hotbeds, in the 10,000 hours people spend deep practicing their way to world class expertise.

THE 3 RULES OF DEEP PRACTICE

Chapter 4

Bite Size Chunks

THE HOLY SHIT EFFECT - HSE

· The skill-acquiring process phenomenon known as the HSE, refers to the mix of **disbelief, admiration and envy** we feel when talent suddenly appears out of nowhere.

·It's a feeling of seeing talent bloom in people we thought were just like us – the goofy neighbour kid that is suddenly the lead guitarist for a successful rock band. · The feeling of where did *that* come from? How can these people, who seem just like us, suddenly become talented?

·Skill consists of identifying important elements and grouping them into a meaningful framework. The name psychologists use for such organization is *chunking*.

CHUNKING

Try memorizing these two sentences:

"We climbed Mount Everest on a Tuesday morning"

"Gn inromya Dseut Anotser ev e Tnuomde bmilcew"

· The two sentences contain the same characteristics, but the reason you can understand & recall the first sentence is that you've spent many hours practicing a cognitive game known as reading. The first sentence has only three main conceptual chunks: "We climbed" is a chunk, "Mount Everest" is a chunk, and "Tuesday morning" is a chunk.

· Your skill at reading, is the skill of packing and unpacking chunks - or to put it in myelin terms, of firing patterns of circuits as lightning speed.

· Same thing happens when a gymnast learns a floor routine, he/she assembles it via a series of chunks. The fluency happens when the gymnast repeats the movements often enough that he/she knows how to process those chunks as one big chunk.

· When chunking is done effectively, it gives rise to the HSE.

It is the slowly accrued act of construction and organization: the building of a scaffolding, bolt by bolt and circuit by circuit – or as Mr. Myelin might say, wrap by wrap.

3 RULES OF DEEP PRACTICE:

Rule 1: Chunk It Up

- Absorb the whole thing as a single entity
- Break it into chunks
- Slow it down

Rule 2: Repeat It

- Repetition is invaluable and irreplaceable – however only if you're staying in deep practice mode

Rule 3: Learn To Feel It

- Get to a point where you can sense the errors when they come, to avoid mistakes, first you have to feel them immediately, what you're really practicing is concentration, it's a feeling

OF ALL THE IMAGES THAT COMMUNICATE THE SENSATION OF DEEP PRACTICE IS THAT OF THE STAGGERING BABIES.

The key factor that made babies improve at walking wasn't height or weight or age or brain development or any other innate trait but rather the **amount of time** they spend firing their circuits, trying to walk.

Deep practice, it's the feeling, in short, of being a staggering baby – babies embody the **deepest truth about deep practice**: to get good, it's helpful to be willing, and even enthusiastic, about being bad.

PRIMAL CUES

Chapter 5

Growing skill requires deep practice. But deep practice isn't a piece of cake: it requires energy, passion and commitment. It requires motivational fuel – which leads us to the second element of the talent code: ***ignition.***

DEEP PRACTICE VS. IGNITION

- Deep practice is a cool, conscious act… **ignition is** a hot, mysterious burst; an awakening
- Deep practice is an incremental wrapping… **ignition works** through lighting flashes of image & emotion
- Deep practice is about staggering-baby steps… **ignition is** about the set of signals and subconscious forces that create our identity.

We are all governed by three universal principles:

- ✓ (1) Talent requires deep practice;
- ✓ (2) Deep practice requires vast amounts of energy;
- ✓ (3) primal cues trigger huge outpourings of energy

Skill is insulation that wraps neural circuits & grows according to certain signals

ROBERTA TAZAVARAS BRINGS CLASSICAL MUSIC TO HARLEM

A young violin teacher created a thriving program at three Harlem public elementary schools. The program has performed at Carnegie Hall, Lincoln Center, on the *Oprah Winfrey Show* and later inspire a 1999 Hollywood movie called *Music of the Heart.* Naturally, other public schools attempted their own versions of Tzavaras' program. Two in particular, Wadleigh Secondary School of the Performing & Visual Arts (Harlem) and PS 233 (Brooklyn); both of which were taught by the same instructor.

The schools were very different:
Wadleigh – art-focused curriculum, parents who valued art education, students interested in music, brand new facilities & healthy budget
PS 233 – typical urban public school, no apparent inclination towards art education, money only for 50 violins, lottery determined who would be in the program

IGNITION DOESN'T FOLLOW NORMAL RULES BECAUSE IT'S NOT DESINGED TO FOLLOW RULES. IT'S DESIGNED ONLY TO WORK, TO GIVE US ENERGY FOR WHATEVER TASKS WE CHOOSE – OR, AS WE'LL SEE NEXT, FOR WHATEVER TASKS FATE CHOOSE FOR US.

One of the programs succeeded and the other did not. Can you guess which was which? One year after the program started, Wadleigh was sputtering and the PS 233 was going strong. When examining why, students at Wadleigh has discipline problems, the good players were teased and discouraged from continuing. On the other hand, the PS 233 kids had to wait in anticipation to see if they were to be chosen. A sense of anticipation builds and hearing their names called had the kids react as if they'd just received an electric shock. They danced, screamed, and exclaimed joy; the were ***ignited.***

THE CURACAO EXPERIMENT

Chapter 6

BASEBALL UNDERDOG STORY

Scenario: In a 16-team tournament frequently dominated by hulking, man-boys, an undersized team of nobodies from a tiny, remote Caribbean island somehow keeps succeeding. In a worldwide competition where qualifying two consecutive years is considered remarkable, the Curacao boys have made it to the semifinals 6-times in the last 8 years, winning in 2004 and finishing second in 2005.

Rewind to 1996…

· Yankee Stadium, game one of the World Series between the Atlanta Braves and the Yankees.
· An unknown 19-year old rookie name Andruw Jones goes to bat against Yankee Ace, Andy Pettitte. He unleashes his best pitch and Jones slams the pitch 10-rows into the left-field seats.
· The next inning, Jones smashes an even more towering drive into the left-field seats.
· A nuclear burst of media attention follows as his historic feat flashes on screens across the world.
· None of that compares to the blast that rocks Jones's hometown of Willemstad.
Five years later… Curacao's Little Leaguers arrive at the Little League World Series.

Even more interesting…

· A few dozen miles west lies the island of Aruba. Aruba is just like Curacao in almost every way, twins right down to the motivational spark, and yet Curacao ignited while Aruba did not. **Why?**
· Like other talented hotbeds, Curacao has found a way to keep the motivational fire lit; an important and tricky thing to do. This leads us to our next question, **why do breakthrough performances sometimes ignite talent blooms, and sometimes not?**
· Because talent hotbeds possess more than a signal primal cue. They contain complex collections of signals – people, images, and ideas – that keep ignition going for weeks, months and years that skill-growing requires.

THE NATURE OF OUR IGNITION SWITCH…
FIRST, IT'S EITHER ON OR OFF. SECOND, IT CAN BE TRIGGERED BY CERTAIN SIGNALS, OR PRIMAL CUES. IT CAN ALSO BE TRIGGERED BY THE SIGNALS WE USE THE MOST: **WORDS.**

THE LANGUAGE OF IGNITION

When we get a clear clue, a message that sends a spark, then ***boing***, we respond. Dr. Carol Dweck, a social psychologist at Stanford explains the ***boing*** phenomenon with a series of experiments with 400 New York 5th-graders. **The goal:** see how much of a tiny signal, a single sentence of praise, can affect performance and effort, and what **kind** of signal is the most **effective**.

First Test
· Fairly easy puzzles.
· Afterward, children were given their scores and were either praised for intelligence ("You must be smart at this") and other half were praised for their effort ("You must have worked really hard")

Second Test
· Choice between harder and easier test.
· 90% of kids who were effort-praised chose the harder test
· Majority of kids who were intelligence-praised chose the easy test

Third Test
· Uniformly harder and no one did well.
· However, the effort-praised group dug in & grew involved with the test.
· The intelligence-praised group hated the test.

Fourth Test
· Same difficulty as initial test.
· Effort-praised group increased their score by 30%
· Intelligence-praised group decreased their score by 20%

Dweck reran the study 5-times, and each time the result was the same. **All because of six short words.**

MOTIVATIONAL LANGUAGE IS SPEAKING TO THE GROUND-LEVEL EFFORT, AFFIRMING THE STRUGGLE.

THIS MAKES SENSE FROM A MYELIN POINT OF VIEW, AS SKILL CIRCUITS ARE NOT EASY TO BUILD AND DEEP PRACTICE REQUIRES SERIOUS EFFORT AND PASSIONATE WORK.

HOW TO IGNITE A HOTBED

Chapter 7

For this chapter, we will use the KIPP school system to experience an example of deep practice and myelin building at its finest.

WHO? Mike Feinberg & Dave Levin – the winter of 1993, in their early twenties, roommates and second-year teachers in the Houston public system.

PROBLEM? First year as teachers was rocky & their second year slightly worse. Their efforts blocked by; incompetent bureaucracy, unhelpful parents, misbehaving students & the frustrations of the American inner-city public-school system.

SOLUTION? Stop fighting the system and start their own school. Overnight created four pillars of education: (1) more classroom time, (2) quality teachers, (3) parental support, and (4) administrative support. They named it the Knowledge is Power Program, or KIPP.

GOAL? Do whatever it took to get the students into college.

In big cities, when you get out of the public system, you realize how screwed up it is – how the zip code you're born in basically determines you chance of failing or succeeding.

College is the door out.

This is an example of pure ignition: the art and science of creating a hotbed from the ground up, without the assistance of a World Series homer.

FAST FORWARD. By 1999, KIPP academies in Houston & the Bronx were scoring higher on standardized tests than any other public school in their respective districts. By 2008, there were 60 KIPP schools, serving 16,000 students. Many of them producing the highest scores in their respective cities & 80% of them going on to attend college.

CHARACTERISTICS

- Start of the school year – each new class is welcomed by their new name- the year they'll enter **college**
- Teachers plant trash around school & see who picks it up – then celebrates that person in front of their group
- Younger students sit on the floor until they **earn** desks
- When a significant rule is violated, classes screech to a halt & teachers and students hold a meeting to discuss and how to fix it

CONNECTIONS

- Every single detail **matters**
- Our goal – as a team & family, is that every single person is going to **college**
- If you **work hard** and are **nice**, you will go to **college** & have a successful life
- You WILL make mistakes. You WILL mess up. We will too. But everything at KIPP is **earned**.

KIPP SHOWS THAT CHARACTER MAY BE MORE LIKE A SKILL – IGNITED BY CERTAIN SIGNALS AND HONED THROUGH DEEP PRACTICE.

Seen this way, KIPP stands on a foundation of myelin. "What we do here is like lighting a switch. It's extremely deliberate. It's not random; there's no chance involved. You have to stand behind what you do, to make sure that every single detail is pushing the same way. Then it clicks. The kids get it, and when it starts, the rest of them get it, too. It's contagious."

EDUCATION IS NOT THE FILLING OF A PAIL, BUT THE LIGHTING OF A FIRE.
- W.B. YEATS

THE TALENT WHISPERERS

Chapter 8

We've talked… about skill as a cellular process that grows through deep practice.
We've seen… how ignition supplies the unconscious energy for that growth.
Now it's time… to meet the rare people who have the uncanny knack for combining those forces to grow talent in others.

MASTER COACHES ARE NOT...

- When we think of a master coach, we think of a great leader, steadfast vision, battle-tested savvy – the ability lies in knowing a special something that the rest of us don't & sharing that knowledge in a motivating way

MASTER COACHES ARE...

- Rather, the coaches & teachers were quiet, reserved, mostly older; many had been teaching 30 or 40 years. They listened far more than they talked. They seemed allergic to giving pep talks or inspiring speeches; they spent most their time offering small, targeted, highly specific adjustments.

JOHN WOODEN: THE WIZARD OF WESTWOOD

· Led UCLA to 9 national championships in 10 years and named the greatest coach of all time in any sport by ESPN.

· Didn't give speeches. He didn't do chalk talks. He didn't dole out punishment laps or praise. In all, he didn't sound or act like any coach.

· Ran intense, 5-15-minute drills, issuing a rapid-fire stream of words and rarely spoke longer than 20-seconds.

· He would spend hours planning every minute of practice – his planning included specific goals both for the team and individuals

·His skill resided in the rattle of targeted information he fired at his players – short, sharp impulses, honing circuits, a virtuoso of deep practice.

Wooden uses the deep practice part of the talent mechanism – speaking the language of information and correction = honing circuitry

Miss Mary deals in matters of ignition, using emotional triggers to fill fuel tanks with love and motivation

MARY EPPERSON: COACHING LOVE

· 86 years old, thick white hair, keen dark eyes, musical voice

· If you are receiving piano lessons from Mary this is what happens – first, she is extremely pleased to see you; she lights up like a Christmas tree

· You talk awhile about your life and hers and she remembers all of it

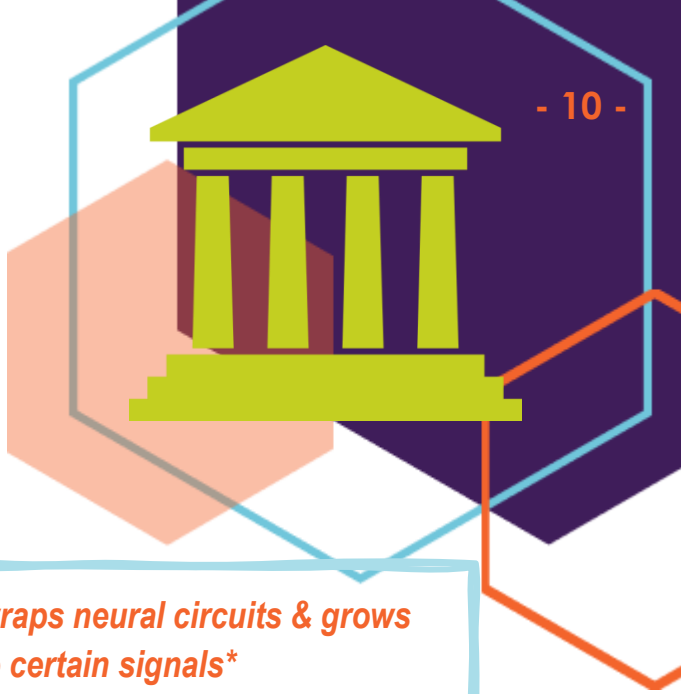
· Each interaction vibrates with interest & emotion – better hand position it to earn a thrilling jolt of praise, to play something incorrectly brings a regretful "I'm sorry" and a request to play it again

· To play something properly brings warm gust of joy, when the lesson is over, there's a foil wrapped chocolate, and you say, "Thank you for teaching," and Miss Mary replies, "Thank you for learning"

THEY SUCCEED BECAUSE BUILDING MYELIN CIRCUITS REQUIRES BOTH DEEP PRACTICE & IGNITION; THEY SUCCEED BECAUSE THEY ARE MIRRORS OF THE TALENT CODE ITSELF.

THE TEACHING CIRCUIT

Chapter 9



Great coaching is a skill like any other. It only looks like magic; in fact, it is a combination of skills – a set of myelinated circuits that are built through deep practice.

This links back to our thesis:

Skill is insulation that wraps neural circuits & grows according to certain signals

A GREAT TEACHER:

FOCUSES ON WHAT THE STUDENT IS SAYING OR DOING AND ARE ABLE, BY BEING SO FOCUSED AND BY THEIR DEEP KNOWLEDGE OF THE SUBJECT MATTER, TO SEE AND RECOGNIZE THE FUMBLING EFFORT OF THE STUDENT WHO'S REACHING TOAWRD MASTER, AND THEN CONNECT TO THEM WITH A TARGETED MESSAGE.

ULTIMATELY, WITH ANY COMPLEX SKILL, IT'S REALLY A COMBINATION OF SEVERAL DIFFERENT QUALITIES, WHICH WE ARE GOING TO CALL THE *4 VIRTUES*.

4 VIRTUES

THE MATRIX:
THE FIRST VIRTUE

· Most coaches at talent hotbeds were older, this was not a coincidence, in fact it's a prerequisite, because it builds the most essential part of their skills – their vast grid of knowledge, aka their matrix.

· People are not born with this depth of knowledge, it's something they grow, over time, through ignition and deep practice.

PERCEPTIVENESS:
THE SECOND VIRTUE

· Several master coaches told me that they trained they're eyes to be like cameras.

· As John Wooden says, "I'm not going to treat you players all the same. Each one of you deserves individual treatment that is best for you. I will decide what that treatment will be."

· They are able to use their words and behaviours as an instrument to move the student forward.

THE GPS REFLEX:
THE THIRD VIRTUE

· Master coaches are able to deliver information in a series of short, vivid, high-definition bursts and speak in imperatives, "Now do x" – they speak in a way that sounds clinical and urgent.

· Second of all, small successes are not stopping points but stepping stones – push, push them to the next level, push the buttons and see what they can do.

THEATRICAL HONESTY:
THE FOURTH VIRTUE

· Many of the coaches I met radiated a subtle theatrical air.

· This works best when teachers are performing their most essential myelinating role: pointing out errors.

TOM MARTINEZ

Chapter 10

There are unexpected moments when the world's spotlight shines in the subtle art of the master coach. Such was the scenario with coach Tom Martinez and the reason was that the Oakland Raiders football team was facing a $60 million problem. With the right to choose the most talented college player in the nation, the future of the franchise was at stake – their front office analyzed all the data and then chucked it and called Tom.

Who is Tom Martinez?

- A retired junior college coach with over 42 years of experience. He headed the women's basketball and softball and men's football programs.
- He was, unofficially, the quarterback guru. His best-known student is a kid he calls Tommy; better known to the world as Tom Brady.

His approach to coaching?

- With a new kid, it's no different than meeting a girl you might want to go on a date with.
- I first look for something to take our connection to a potentially different spot
- He asks questions that are about coaching but has nothing related to football. Instead he described a delicate human connection of ***language, gesture, and emotion***.
- Connection is important, but it's not the only thing. Kids today are hard to reach. They know how to give all the right answers, all the programmed answers. So, when I see things, I say it so that you [the athlete] can hear it.
- **Sixty percent of what you teach applies to everybody, the trick is how you get that sixty percent to the person.**
- My greatest challenge is not teaching Tom Brady but some guy what can't do it at all, and getting them to a point where they can. Now *that* is coaching.

A TEACHER IS ONE WHO MAKES HIM/HERSELF PROGRESSIVELY UNNECESSARY.
– THOMAS CARRUTHERS

"YOU CAN'T JUST GIVE A GUY SIXTY MILLION BUCKS AND SAY, HEY, GO WIN GAMES, GO GET IN THE HALL OF FAME. HE NEEDS MENTORING. HE NEEDS CONSISTENCY. HE NEEDS *SOMEBODY*. JAMARCUS IS LIKE ANYBODY ELSE: HE CAN'T DO IT BY HIMSELF. " – TOM MARTINEZ

EPILOGUE

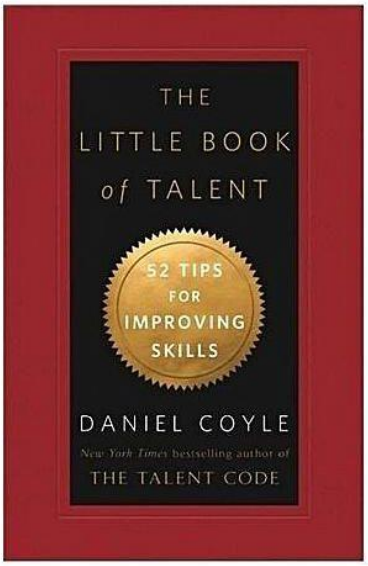
Final Thoughts

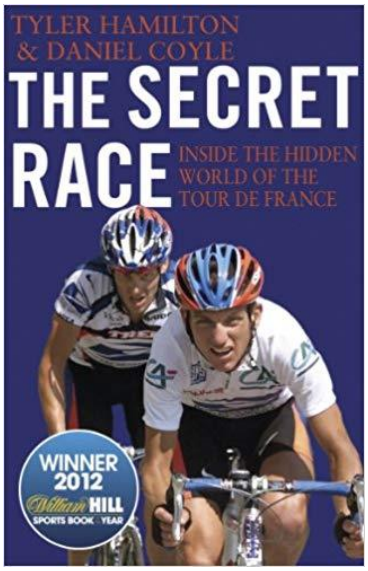
IN THE EPILOGUE, THE MYELIN MODEL IS APPLIED TO MANY CONTEXTS OUTSIDE OF THE ATHLETIC AND PERFORMING ARTS REALMS – OBSERVE ITS APPLICATION TO EDUCATION, BUSINESS, PSYCHOLOGY, AGING, AND HOME LIFE.

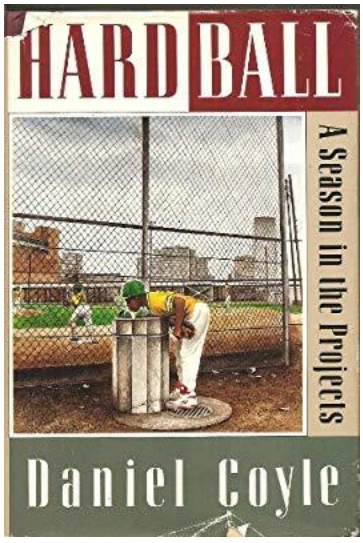
OVERALL REVIEW:

- ✓ I believe this is a must-read book for any Human Resource Leader – or administrator, coach, teacher, parent, etc. Forget what you thought you knew about talent and skill development! Coyle uses in-depth research to demonstrate pushing norms of how we approach talent and improving skill, of any sort. You can take information from any chapter and apply it to your everyday life in an instant.
- ✓ Ultimately the book is inspiring and invigorating – look beyond nature vs. nature and realize the physiological potential to be better. We ALL have the ability, the ability to grow myelin and change who we are and what we can do.

OTHER READS BY DANIEL COYLE







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