

"An essential read . . . I wholeheartedly recommend it."
—Carol Dweck, bestselling author of *Mindset*

THE PERFORMANCE PARADOX



TURNING
THE POWER OF
MINDSET INTO
ACTION

EDUARDO BRICEÑO

CEO of Growth.how and co-founder of Mindset Works

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First Edition

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To my mother and father, who made my sister and me their highest priority; to my beloved wife, Allison, who inspired me to develop a purpose and make the most of life; and to Carol Dweck, who believed in my ability to grow and showed me a life-changing path to do so.

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Part One:

Driving Individual Growth

Chapter 1: The Performance Paradox



BIG IDEA *While it might seem counterintuitive, constantly performing does not improve our performance. The route to success is often not a straight line.*

Anjali felt her palms grow sweaty every time her manager Salma asked, “Can I offer some feedback?”

“No!” She wanted to scream. “I’m already working as hard as I can!”

Indeed, she was, and since joining the company, she’d received positive feedback from managers and direct reports alike.

But she’d never had a manager who was also so up-front about areas where she could improve—and it was usually the logistical components of her job, which she rarely had time to stay on top of. Anjali viewed herself as an attentive, hands-on person who always put her customers first, and if she had to choose between taking a customer’s call and updating the company’s database, she’d pick the phone call 100 percent of the time.

Talking to Salma made her feel like a kid again, like she couldn’t get it right.

The next time Salma uttered that dreaded F-word—*feedback*—and started offering suggestions on how she could do things differently, Anjali couldn’t hold back. “I’m already working as hard as I can!”

After a brief but painful pause, Salma smiled at her.

“Anjali, no one wants you to work any harder. We want to figure out how we can make things *easier* for you.”

Anjali had never thought about it like that—she assumed all of the feedback was a veiled warning that her job was in jeopardy.

When the phone rang, Gino Barbaro always leaped to answer it.

If he saw a bartender or waiter reaching for the receiver, he would shoo them away; after all, this was his restaurant, his reputation, his *name*. At Gino's Trattoria, if he wanted something done right, he needed to do it himself.

That's how Gino approached pretty much everything at the restaurant. Each day his mind would bounce around to whatever needed to be done next—taking orders over the phone, managing the kitchen staff, ordering supplies and ingredients, cleaning, keeping on top of financial transactions, locking up at night.

He didn't trust anyone to do these things as well as he would, and he didn't have the time to train them.

During the 2008 recession, the restaurant started to lose money. Gino responded by putting in extra hours to make sure everything was executed "perfectly," but it soon became apparent that that wasn't enough to keep the restaurant afloat. After twelve years of seventy-hour weeks, he was exhausted and couldn't envision working even harder to cut costs or promote the business to get out of this hole—there weren't enough hours in the day to stop and think about what to try differently. Something had to change.

There had to be a way to run a business that didn't leave him miserable, scrambling for time, and burnt out.

Douglas Franco was tapped by Peruvian investment firm Enfoca to change the trajectory of its new acquisition, iEduca, a Lima-based higher education company that offers courses for adults. The investment firm thought that a change in leadership would enable iEduca to grow faster.

Upon joining the company as CEO, Douglas observed that his new colleagues—especially those on the executive team—seemed to believe they were already optimizing the business. Douglas worried

that this attitude was causing the company to stagnate and preventing the team from experimenting with new ideas.

To accelerate growth, iEduca would need to find new ways of doing things.

Frustrated and feeling pressure to deliver success to his investors, Douglas tried to encourage his new colleagues to think critically about opportunities for improvement. But his frustration was met with resistance. His team members dug in their heels and kept trying to prove themselves, rather than improve.

Then, when the COVID-19 pandemic broke out, student enrollment plummeted and revenues collapsed.

This was not how Douglas had envisioned his new chapter. He had to find a way to get his team to stop trying to impress him and start working with him to find new solutions—and the clock was ticking.

We'll come back to Anjali, Gino, and Douglas later, but now that you've heard a bit about their challenges, let me tell you about mine.

Early in my career, I was the youngest investment professional at the Sprout Group—then one of the oldest and largest venture capital firms in the world. I loved being exposed to different executive teams, industries, and companies at the leading edge of innovation, and I had the exciting opportunity to serve on boards of directors alongside much more experienced and knowledgeable investors and operators.

But when I think back on those days, what I remember most vividly is the incredible pressure I felt to *perform*.

We regularly sat in meetings listening to startup teams pitch their ventures. When the entrepreneurs stepped out of the room, we'd take turns voicing our impression of the opportunity. As a very junior professional just starting my career, I didn't know enough to have a strong conviction about whether an investment was attractive, but I pretended to.

As my colleagues shared their views, I would try to decide what to advocate for. When my turn came, I left my conflicting thoughts

and uncertainties unspoken to make it appear that all of my thinking pointed in one direction and that I had high confidence in my recommendation. I would pick a side—to engage in due diligence or turn down the opportunity, or to invest or not—and advocate for it with certainty.

I realized that by not sharing some of my thoughts, I was withholding information that could have helped us make better decisions. This caused me anxiety because I wanted to help our team, but I was handcuffed by my belief that I needed to appear knowledgeable, decisive, and confident of my opinions.

After years of this, I got very good at looking like I knew what I was doing, but inside I felt disingenuous and inauthentic. I was constantly pretending.

Eventually, the chronic stress of these feelings affected my body physically. Under constant pressure, I kept my muscles contracted, so much that, eventually, they lost their ability to relax. It turns out that muscles are malleable, for better or for worse! Mine became shorter and harder, preventing blood from penetrating them and delivering the nutrients needed for proper functioning and healing.

It became painful for me to use my hands—to type, use the computer mouse, drive a car, open doors, even brush my teeth. After seeing many specialists, I was finally diagnosed with a repetitive strain injury called myofascial pain syndrome.

As time went on, my condition grew worse. I met people with the same affliction who could no longer use their hands for more than ten minutes a day, and it terrified me.

I was determined to do all I could to heal.

But I suspected that what I needed to change was more than just my posture.

STUCK IN CHRONIC PERFORMANCE

Though the stories differ, Gino, Anjali, Douglas's colleagues, and I were all suffering from the same condition, one I call *chronic performance*: the constant attempt to get every task done as flawlessly as possible, and then some.

Maybe parts of our stories sound familiar to you?

Are you always racing to check tasks off a list?

Do you spend most of your time trying to minimize mistakes?

Do you suppress your uncertainties, impressions, or questions to try to appear like you always know what you're doing?

Would you rather walk over hot coals than get feedback?

These are all signs of chronic performance. While it may seem like minimizing mistakes is a reasonable use of our time or that appearing decisive is a wise career strategy, these habits can have a devastating impact on our skills, confidence, jobs, and personal lives.

Chronic performance could be the reason you might be feeling stagnant in some area of your life. You might be working more hours or putting more effort into tasks, yet you never seem to get ahead. Life feels like a never-ending game of catch-up. That's chronic performance—throwing more energy at tasks and problems yet staying at the same level of effectiveness.

MEET THE PARADOX

Most of us go about our days assuming that in order to succeed, we simply need to work hard to get things done. That's what we've been told all our lives. So what's the problem? Doesn't hard work lead to better performance? The answer is a paradox—one I call the *performance paradox*.

Maybe you're a busy professional trying to learn a difficult new skill, like giving masterful presentations, motivating colleagues, or resolving conflict, yet no matter how much you work at it, you don't seem to be getting better.

You could be a leader whose team achieves the same results month after month even though you are certain everyone is working hard.

Or perhaps you'd like to deepen your relationships with your family, friends, or colleagues, but conversations stay superficial.

The performance paradox is the counterintuitive phenomenon that if we want to improve our performance, we have to do some-

thing other than just perform. No matter how hard we work, if we only do things as best as we know how, trying to minimize mistakes, we get stuck at our current levels of understanding, skills, and capabilities.

Too often, the performance paradox tricks us into chronic performance, which leads to stagnation. We get stuck in a hamster wheel in our work, as well as in our relationships, health, hobbies, and any aspect of life. It can *feel* like we're doing our best, when in fact we're missing out on discovering better ways to create, connect, lead, and live.

Why does the paradox ensnare so many of us?

It's a seemingly logical response to feeling pressured, overwhelmed, and underwater. We think the answer is to just work harder and faster, but the way to improve our results is not to spend more time performing. It is to do something else that is a lot more rewarding and, ultimately, productive.

Understanding this paradox and how to overcome it is the subject of this book. We'll explore how pervasive the performance paradox is, and I'll show you how individuals, teams, and organizations can break through it. It's the key to surviving and thriving in the twenty-first century and beyond.

THE RIP CURRENTS OF LIFE

As the world was reopening from the COVID-19 pandemic, I attended a weeklong workshop at Modern Elder Academy, known as "the world's first midlife wisdom school," where my mentor Chip Conley was teaching some sessions.

The lessons were enriching. My cohort mates were wise and supportive. The facilities in El Pescadero, Mexico, were gorgeous, and the food was delicious. Everything was bliss, except for one thing.

Despite the beautiful beach where the campus is located, we were told not to go in the ocean due to the dangerously strong currents.

I grew up in Venezuela, forty-five minutes from the sea, and I love ocean swimming. So, in El Pescadero, I felt like I'd been placed

in front of a table piled with gourmet chocolate and told not to eat any of it.

I was pretty sure if I ignored the advice and went swimming, I'd be fine. But I didn't want to miscalculate and drown, or *worse*, become *that guy* who ignored warnings, needed to be rescued, and led others into danger.

So I was relieved to learn about Playa Cerritos, a public beach a mile away where it was considered safe to swim. One morning, I woke up early to run to the public beach and get back in time for the day's workshop.

When I got there, the place looked like paradise. After a brief jog, I dove in.

The breakers were strong, but I knew what to do—dive to the sandy bottom and let the wave pass, then resurface and continue swimming away from the shore. Once the breaking waves were behind me, the ocean was calm.

I floated on my back, enjoying the sensation of being rocked back and forth. I felt present and at peace, grateful for life and for nature. It was just what I had hoped for.

Then, I lifted my head and discovered that I was very far from shore. A strong current must have been pulling me away from the coast. It was still early morning, and the beach was deserted. I was completely on my own.

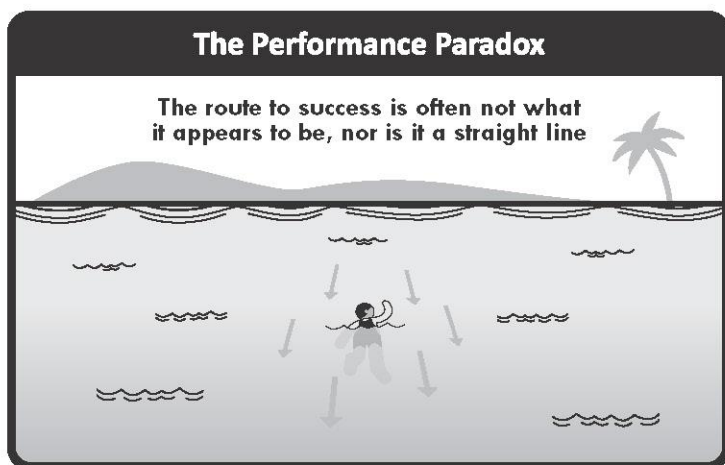
Not good.

My goal suddenly changed. I went from wanting to get some exercise, reconnect with the ocean, and appreciate life to focusing on a single overarching goal: get back to land—alive.

I started swimming back to shore. After a few moments, I paused to see how much progress I had made and realized I had not moved at all. Instead, the rip current was carrying me out to sea.

Each year, in the United States alone, more than one hundred people drown in rip currents. If you get caught in one, like I did, your nervous system can switch to fight-or-flight mode. There's no way to flee, so you fight. You tell yourself to double down and give it your all to try to beat the ocean.

But continuing to fight—even fighting harder and faster—is not the best way to reach your destination.



To get back to shore, I needed to *learn while doing*. I couldn't just *do*, and simply swim in a straight line toward the beach. I needed to learn what route might take me there—and I needed to do it while the pressure was on.

I turned almost ninety degrees and started swimming parallel to the coast. Initially, the rip current carried me farther out, but after a little while, the current appeared to subside, so I kept going, swimming steadily and gradually angling toward the coast. When I started getting tired, I switched to backstroke to give my worn-out muscles a rest. Eventually, I felt the waves beginning to form in front of me: I was getting closer to shore. I flipped back onto my stomach, aimed straight toward the shore, and picked up my pace.

When I got past the breakers, I took a deep breath and let a large wave tumble me toward the shore. Finally, when the wave was done with me, I collapsed onto the beach, dizzy and exhausted, but safe.

THE PERFORMANCE PARADOX

Even if you've never gotten caught in a rip current in the ocean, you've surely been caught in the rip currents of life. They are invisible and ever present. We often find ourselves in situations where pushing forward with everything we've got does not have the desired effect. I'm talking about those moments when simply doing more of the same thing prevents us from discovering better ways to make progress toward our goals.

When refusing to learn to delegate means missing out on the opportunity to grow as a leader.

When continuing to play a song the same way prevents us from learning to play it more beautifully.

When we choose executing what we already know over exploring beyond our boundaries.

At the same time, we need to perform in order to get things done: Gino had to continue taking orders and plating meals to keep his pizzeria open; I had to use all of my ocean swimming skills and stay focused on getting to shore to survive the rip current.

To prosper in today's complex and fast-changing world, we need to balance and integrate performance and learning.

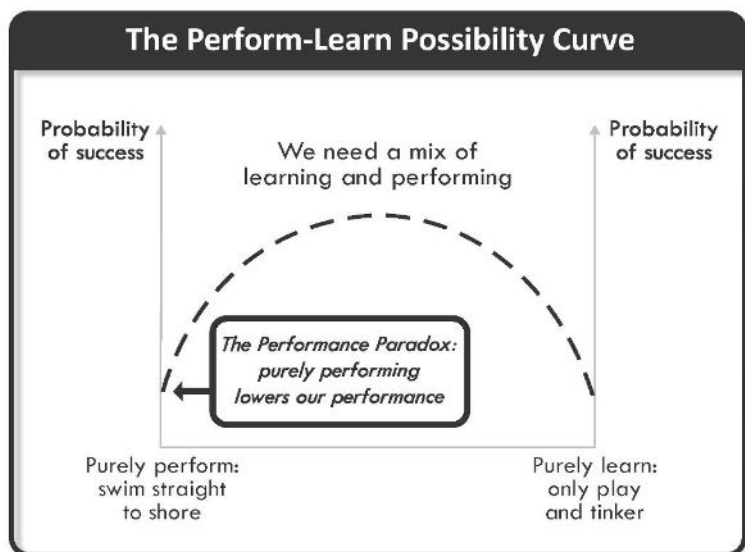
Let's consider less life-threatening situations. You might think that the way to get better at writing or cooking is to simply write more words each day or cook a three-course meal every night, yet that's not the case.

That's the paradox.

If we focus *only* on performing the activity, our skills plateau and we risk becoming irrelevant, or worse.

Tricked by the performance paradox, we too often stay on autopilot rather than take on challenges, solicit feedback, and examine surprises and missteps to learn from them. For an author, that could mean asking for critiques of draft text. For a cook, it might involve experimenting with ingredients from another country's cuisine. For all of us, it means seeking out what we don't know instead of focusing solely on what we do.

To thrive, we must reconnect with the curiosity and learning habits we all had as young children, before school taught us to focus



on performance. This opens up boundless possibilities for what we can pursue and who we can become, preparing us to grow in our careers as our responsibilities evolve, the world changes, and new challenges and opportunities arise.

STUCK TREADING WATER

When teams and organizations get trapped by the performance paradox, the consequences are bleak. Many struggle or fail because they continue to fight the current, blindly pushing ahead, focusing on execution without developing the habit of seeking new insights and strategies.

When meetings serve only as a means for doling out tasks and don't have structures to generate questions or share lessons learned, our teams miss out on discovering and amplifying better ways of working.

When goals focus only on performance, like enlisting new clients or writing lines of code, and not on learning, like acquiring new sales skills or software integration techniques, they unintentionally lead people to get stuck in chronic performance.

When companies give in to the pressure to overly standardize

processes and tell employees that there's only one right way to do things, they open the door for competitors to zip right past them. This is how businesses become irrelevant.

These problematic habits are often implemented in response to growth. As the number of employees increases, leaders tend to revert to traditional ideas of management that emerged during the Industrial Revolution, when the main concern was manufacturing widgets as cheaply as possible. Today, the main challenges in the fast-changing service economy are to identify unmet needs, drive innovation, and personalize service.

When organizations give in to command-and-control temptations, workers who ask questions—who readily admit they don't have all the answers—start to be seen as obtrusive, slow, and burdensome. People start feeling it is unsafe to share impressions, solicit feedback, or experiment. No one wants to threaten their social status and possibly hurt their career, so they learn to stay silent.

Managers start portraying themselves as infallible, but that actually hinders their growth, which ironically threatens the performance of their teams and organizations. The C-suite obsession with flawless execution inhibits true growth—even financial growth.

The reality is that organizations that are able to shift their focus from purely performing to incorporating learning become better equipped to outperform others.

A LIFE-CHANGING TURN OF EVENTS

In my youth, the school system taught me to focus on grades rather than on learning. Yours probably did, too. On the surface, this seemed to work fine, as I ended up attending a top university. I was subsequently hired to work at an investment bank on Wall Street and a prestigious venture capital firm in Silicon Valley. In my twenties, I was getting paid more than I ever thought I would.

Focusing on performing had gotten me a dream job. But I didn't like the person I had become. I detested always pretending to know more than I knew, giving advice when I didn't think I was sufficiently qualified, projecting confidence when I felt uncertain.

I didn't want to spend the next few decades in the same way, only to look back in regret. If I stayed the course, I would likely become very wealthy, but at what cost?

The threat of losing the use of my hands forced me to reflect on what I wanted to do with them. I had given my career all my time and energy, and then some, to always do the best I knew how, which had led to apparent success—but to what end? I had to make a change.

Ultimately, I decided to apply to Stanford to pursue a master's in business administration and a master's in education. I didn't get in, which was, in retrospect, a blessing in disguise because Professor Carol Dweck—the psychologist and researcher whose work has changed the way millions of people think about success and talent—wasn't there yet.

Two years later I reapplied, and this time, I was accepted. Getting to know Carol as a treasured teacher, mentor, and friend was a life-changing experience. Her pioneering work on *mindset*—the beliefs we hold about whether human qualities and abilities are fixed or can be developed—transformed my relationships, career, and life.

Once I began to study mindset in depth, I was able to reassess my life through a totally new lens. I could see how frequently I got stuck in a *fixed mindset*—believing my intelligence or abilities were static, with no room for improvement—and how this had gotten me into the habit of chronic performance at work, on the soccer field, and in my relationships. In a fixed mindset, anything less than perfection hurts our ego, so we experience more performance anxiety and are driven to *prove* rather than *improve*.

Because I believed intelligence and talent were fixed, I had focused on showing how smart and talented I was rather than trying to get smarter and better. I was striving for flawlessness.

But Carol's research told me I could break free of those habits and actually enjoy a lot more success in my life and in my career by choosing to cultivate what she coined a *growth mindset*.

THE MISSING PIECE

I learned from Carol the core insight from her findings: that we need to shift our beliefs about the nature of our abilities in order to shift our behaviors and results. But I also learned something that isn't as commonly known: It wasn't as simple as just starting to believe that I could change; I would also need to break out of my chronic performance habits.

When sharing my perspectives with colleagues, friends, and family, I would need to expose all my thoughts, rather than cherry-pick evidence, so I could learn from others' responses. When choosing classes or jobs, I would need to take on challenges I could learn from, rather than select courses or roles in which I knew I could perform best. When I made a mistake, I would need to acknowledge and discuss it rather than sweep it under the rug. And most important, I would need to always keep top of mind what I was working to improve on, and how.

I learned that as powerful as a growth mindset is, it is not a silver bullet. Growth mindset is a necessary foundation that needs to be cultivated in tandem with effective strategies and habits for growth.

A set of studies from educational psychologist Maria Cutumisu at the University of Alberta sheds light on this. Cutumisu and her team wanted to see what role growth mindset played in college students' willingness to seek critical feedback and revise their work—two strategies proven to be effective for improving skills and performance.

In an online game, the students were asked to design posters and were then given the opportunity to solicit critical feedback. After reading the feedback, they could either submit their posters as is or revise them.

Here's what may seem surprising to those of us who've witnessed the power of growth mindset. The studies found *no significant associations* between the students' mindsets and their learning choices—that is, whether they decided to solicit critical feedback and revise their work.

In other words, mindset alone did not determine whether stu-

dents used effective learning techniques, which were key to creating high-quality posters.

Now, this doesn't mean that mindset isn't important. Among the students who sought critical feedback and revised their work, those who had demonstrated a growth mindset learned more from the feedback and performed better than their peers.

But the key takeaway is that just because someone is in a growth mindset, it doesn't mean they know how to learn or implement effective strategies to actually improve their skills.

Too many of us think that the way to improve is simply to work hard, but that is not true. This misunderstanding leads us to work harder in ways that don't lead to improvement, which we then take as evidence that we can't get better—a fixed mindset. Even the understanding that we can continually learn and grow is not sufficient. To effectively learn and improve, we must develop and implement habits and strategies that support growth. We may think we mastered that in school, when in fact our educational systems haven't focused on teaching people how to learn.

If we don't come to understand the performance paradox and how to overcome it, our belief in a growth mindset will remain shallow, insufficient, and vulnerable. To grow and succeed, we must develop the belief that we can change, as well as the competence for *how* to change. These two elements work hand in hand and reinforce each other.

As we will see later in the book, these are the two ingredients that Anjali, Gino, Douglas's company, and I needed to be able to change our trajectories.

FROM INDIVIDUALS TO CULTURES

Not only can individuals develop the beliefs and habits to achieve much greater growth and success, but we can create teams and organizations that do, too. In fact, we have to, because people develop their beliefs and habits by observing others around them.

I made it my mission to help organizations develop growth mindset cultures and know-how. I partnered with Lisa Blackwell—

Carol Dweck's former student and colleague—and co-founded an organization that develops and provides programs for schools to foster growth mindset cultures among educators, parents, and children. Carol Dweck, Steve Goldband, and Ellen Konar volunteered their time as advisors and mentors.

In collaboration with other growth mindset advocates, we achieved significant impact. Growth mindset is now a key principle in many schools and universities around the world.

But schools weren't the only places in need of a culture shift. Given my background, I felt called to focus my attention on the business sector and began helping professionals and leaders transform their lives, careers, and organizations.

For the past fifteen years, I have had the privilege of helping hundreds of organizations of all sizes, including some of the largest companies in the world, discover the power of growth mindset beliefs and know-how, and assisted them in building learning cultures and systems.

Learning organizations are those that prioritize the development of people—everyone comes to work every day in part to grow, and to support one another in doing so. Leaders inspire their staff to ask questions, share creative ideas that may seem unconventional, and discover different ways of seeing the world—and they lead the way. Not only are meetings geared toward getting tasks done, but they are a place to share new insights and ask questions. Performance management systems are focused not only on outcome metrics, but also on how much each person is learning and contributing to the growth of others. Learning organizations enable their people to think outside the box, innovate, and implement effectively, leading them to outperform other organizations.

In my work, I've found that people feel uplifted as they find new ways of working that are more effective, enriching, and joyful. They discover ways to let go of fear and pursue creativity, exploration, and experimentation. Instead of being guarded with their colleagues, people start sharing their thinking more transparently, which allows them to build deeper and more collaborative relationships. They also feel less chained by present realities, become more

resilient, and have a greater sense of agency to drive change. As a result, they achieve greater revenue, profitability, and impact.

We gravely need these new kinds of organizations, because the prevailing work paradigm looks very different from what research has told us truly leads to improvement and high performance.

Even when we work hard, believing we can improve, too many of us remain frozen in chronic performance, and it's destroying our ability to stretch our skill sets and grow our organizational capabilities. If we are to truly achieve greater effectiveness, we need to understand the performance paradox and develop habits and cultures that free us from outmoded, ineffectual beliefs and behaviors.

Imagine what would happen if we were all able to move more fluidly between learning and performing. When we let go of the need to be in constant performance mode, we are less likely to see each interaction as an argument we must win. When we replace a fixation on being right with a passion for learning, we can discover creative ways to achieve greater progress. And when we learn how to translate our new competencies into superb performance, we are better equipped to craft solutions to society's greatest challenges.

But until we truly cultivate the habits to continue learning and growing each day of our lives, we're effectively locking ourselves and our teams into the stifling, performance-driven classrooms so many of us spent hours longing to escape as children.

Don't we want professionals who are curious to explore the unknown?

Don't we want to reignite that curiosity in ourselves, our teams, and our organizations?

What if we could all embrace how much we *don't* yet know—and then commit to doing something about it?

THE JOURNEY AHEAD

This book is the result of the lessons gained from the individuals and organizations my colleagues and I have had the privilege to serve.

I'll describe how to overcome the performance paradox, explain

how to make time for learning even when we're feeling incredible pressure to perform, and share how this new way of understanding growth can help us transform ourselves, our teams, and our communities.

I'll share stories of how the strongest individuals and organizations strike a balance between learning and performing in order to foster a deep understanding of customers, continuous improvement, and innovation—and in the case of companies, how this ultimately leads to increased growth and income.

You'll meet a mother of three whose desire to lift her family out of financial hardship inspired her to embrace effective learning and performance habits, and you'll discover how that led her to become one of the most successful financial advisors in the United States.

You'll learn what effective executives in the financial services, technology, and construction industries did to help their companies bounce back after they experienced significant failure.

You'll see how a CEO who was committed to creating a diverse and inclusive workforce discovered the many ways he had to defy conventional wisdom—and his own beliefs—to achieve his goal.

You'll gain strategies for *how* to change and improve, including ways to develop greater knowledge, skills, understanding of others, and self-awareness. And you'll learn how to do these things even when your to-do list is jam-packed and your inbox overflowing.

In Part One of this book, I'll share key principles and strategies that anyone can use to overcome the performance paradox and unlock lifelong development. You'll see how Anjali, Gino, and I, as well as many others, broke out of chronic performance and changed our trajectories.

In Part Two, we'll examine what leaders, teams, and organizations do to achieve extraordinary growth, and how they toggle between learning and performing. You'll see how Douglas and many other leaders inspire their colleagues to improve and foster growth.

In Part Three, I'll show how to apply these lessons to achieve quantum leaps in your most worthy aims.

Today, given the boundless sources of learning at the tips of our fingers, we live in a learner's paradise—an ocean of knowledge and

opportunity. But the fast pace of change also means non-learners get pulled into the ever-present rip currents.

Which path will you choose?

At the end of each chapter, I've included questions for you to reflect upon. Learning science tells us you will get more out of this book, and more effectively implement change, if you actively reflect along the way. I have also included a *looking forward* prompt to help you identify knowledge gaps and prepare you to get the most out of the chapter to come. You might also consider inviting a partner to join you on this learning journey.

You can find notes and resources to help you apply the strategies discussed throughout the book at briceno.com/paradox/resources/.

REFLECTION QUESTIONS

- In what areas of work or life might I be fooled by the performance paradox and stuck in chronic performance?
- How might my colleagues or loved ones be stuck in chronic performance?
- What might be some consequences?

LOOKING FORWARD

How might effort to perform be different from effort to improve?

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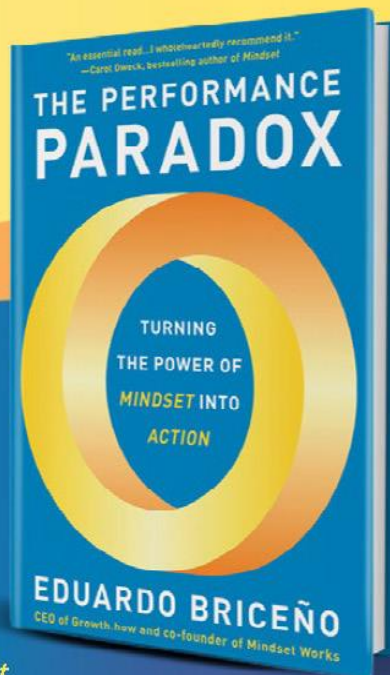
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