



Book: *10 to 25: The Science of Motivating Young People* by David Yeager

Leaders: Barbara Lom (Davidson) & Betsy Sandlin (Sewanee)

Sessions:

- 06.18- section 1 - Understanding 10 to 25-year-olds - chapters 1-4
- 06.25 - section 2 - Mentor-Mindset Practices - chapters 5-9
- 07.02 - section 3 - Building a Better Future - chapters 10-12

Attendance:

- 18 people attended one or more sessions (14 on 06.18, 13 on 06.25, 11 on 07.02)
- 5 people signed up but did not attend any sessions (see note below)
- 3 people attended without signing up through ACS (learned of the opportunity later through BL)
- 12 institutions represented (11 ACS - Agnes Scott, Hendrix, Spelman, Rollins, Trinity, Sewanee, Morehouse, Furman, Davidson, Centenary, Millsaps + Wooster)

Key points:

- Participants offered as key takeaways or compelling points on 07.02.26 (raw data [here](#)):
 - how much young people care very much about status and respect
 - the importance of intentionally providing reflection opportunities
 - the power and possibility of do-overs when mistakes are made in mentoring
 - questioning the neurobiological incompetence model
 - empower mentees with mentor mindsets (avoiding enforcing & protecting mindsets)
 - include young people in the process with transparency and flexibility
 - set young people up for future growth to be self sufficient

Format:

- Conversations were designed to review major concepts from the book, provide opportunities for idea sharing, and build toward application of concepts. Facilitators

used a variety of discussion methods, e.g., chat “waterfalls”, google doc annotation, case studies and other breakout discussions, and whole group discussion.

Discuss. Qs:

- In my role as _____, I find it frustrating when young people _____.
- Select one frustrating or seemingly misguided college student behavior. Propose a generous interpretation (key concept from the book). Explain how a desire to gain status or respect may motivate the behavior. How easy/hard was it to reframe the behavior?
- Recall a specific time when someone older (or in a position of power) made you feel encouraged, motivated, supported, capable, or proud. How did they convey respect for you?
- (When examining an example transparency statement from the book) What do you notice in this transparency statement by an instructor for his students? What stands out to you and what makes it fit into the “mentor mindset” framework?
- Which mentor mindset strategy are you most excited about, curious about, or thinking about trying?
- What are low-lift things we can do (or already do) to support young people without adding to our workloads?

In addition to the above questions, participants were prompted to discuss “case studies” / scenarios in breakout rooms, applying principles and ideas from the book to identify possible solutions.

Feedback:

- Participant feedback after each session is located [here](#).

Slides:

- Slides for all three sessions are located [here](#).

Note:

- We provided the times/dates of the three conversations before signups opened but that information was not shared on the registration page. Subsequently a few registrants communicated directly with us that they would be unable to attend. For the future we suggest that times/dates for conversations are included with registration information.