

Andrew: This session is about how to learn anything in 20 hours. It's led by Josh Kaufman. He is the author of, there it is, "The Personal MBA: Master the Art of Business," and the book that this conversation is based on, "The First 20 Hours: How to Learn Anything...Fast!" Josh, welcome.

Josh: Thanks, Andrew, great to be here.

Andrew: Thanks for doing this. So, the problem, actually what is the problem. You're a guy who's learned, who's been online since back in the days of this site. Where is that site? There it is. I wonder how many people even remember this site. You were online back in the days of this, developing websites since then. What's the problem if you were already able to learn?

Josh: Yeah. You know, I think all of us have in the back of our minds this list of things that, in an ideal world, we would learn how to do. Some of that stuff is professional, and some of that stuff is just personal hobby interest kind of thing. The vast majority of us when we learn a new skill we learn it the hard way. We learn it the long way. For me, back in the days of angelfire.com I wanted to learn how to put together a website. I had no idea where to start or what to do. So, I did like a lot of people did. I went to AngelFire. I fiddled around, and I fiddled and fiddled and fiddled.

Andrew: Yeah.

Josh: Now, over a decade later, I can actually put together a site that looks halfway decent. But, you don't have to learn that way. Based on a lot of the research that's been coming out of behavioral and cognitive psychology for the past couple of decades, there are things that you can do to learn in a much faster, much more efficient way.

If you basically use a method to figure out what are the things that can help you learn a new skill, do it really well, and do it very quickly, what are the things that work, then do those things. If you can stop doing all of the things that don't work, that waste your time, waste your energy, and waste your focus, then you can learn pretty much anything really, really quickly. That's what I tried to do in "The First 20 Hours." Here's a method that you can use to learn anything as quickly as humanly possible.

Andrew: Alright. So, I would think that it's the responsible thing to do to sit and spend 10 years really perfecting your craft and becoming a good developer or good artist or good interviewer, and you're saying that you don't have to do it that way. I wouldn't, frankly, believe you except that, first of all I know you and know that you're an honest person, but second I saw this. What is going on here?

Josh: Alright. This was actually a little movie that I put together of all of the things that I learned how to do this past year. Starting from knowing absolutely nothing about playing the ukulele, wind surfing, playing "Go", learning how to touch type using a new keyboard, learning how to program, and do yoga. In all of these things I wanted to really test a lot of this research for myself.

So I decided I wanted to learn these things. I wanted to learn them as quickly as possible. So I tested going from knowing absolutely nothing to being as good as I could possibly be very quickly. What I found is it only took about 20 hours of practice to really go from knowing absolutely nothing to getting really, really good results - to go from being an absolute beginner to having a really good level of skill. And, it's fun. It's fun to not be able to do something and then be able to do something really quickly...

Andrew: ...What about Malcolm Gladwell's "10,000 hours" that that's how long it takes to really get good at something? You're telling me 20 hours?

Josh: Yeah. You know, the key there is really understanding what the 10,000 hour rule, as it's called now, what it really says and what it really doesn't say. A lot of people talk about it but they don't really understand what it means.

It's important to understand that the research behind the 10,000 hour rule - absolutely true. It just came from studies of very specific types of people. So, the original researcher, Dr. K. Anders Ericsson of Florida State University, among a group of other researchers was studying chess grand masters and people who play first violin for the New York Philharmonic. People who are number one in a very competitive, very easily ranked kind of field. What Dr. Ericsson was trying to figure out, is, okay, you want to step on the golf course and be able to compete with Tiger Woods. How long is that going to take?

And his answer, based on a lot of research was about 10,000 hours, as an order of magnitude. So, you want to go up against Tiger and have a shot of winning? That's probably what it's going to look like. So the problem with that is that people have heard this research, they've heard this rule, and they generalize it into this kind of blanket statement of getting good at anything takes a long time which is really not true.

Andrew: I see.

Josh: When you and I decide to learn how to do something new, we're usually doing it for our own reasons, right?

We want to learn a new skill that we can use at work. Or we want to, you know, learn how to skateboard just for the hell of it, because we think it's going to be fun. Right? We have our own reasons. There's a result that we want to get out of it. And so, it's important, if you're able to identify what those reasons are, which are usually not being absolute number one in the world at a very narrow thing, right?

Identify what you want to get out of it, and figure out the most efficient way to practice to get that thing as quickly as possible, you can learn tons of really useful, really fun things in very short periods of time. It doesn't take 10,000 hours.

Andrew: All right. Let's take a look at how to do that. Before we started, I had a set of, I don't know how many different items on my checklist, and you said, "no, Andrew, let's keep it to these five."

Josh: Yep.

Andrew: Why did you select these five big topics for us to talk about in this conversation?

Josh: Yeah. This is what I call the core method. And so this is a very checklist that you can use to learn anything, to be able to practice anything in a way that will get you, or that will make you as good as possible in the quickest amount of time possible.

And so in the book I present, there's actually two checklists. One is for, you know, here's how to practice well and the other is here's how to learn in a way that supports practice.

But the core method is really simple. It's about five steps. So that's what we're going to talk about today.

Andrew. So there it is. The first one is define what you want. Maybe you can take a look at it in the context of what you did here. What is this?

Josh: Yeah. So this is actually a picture of my computer, believe it or not, where I took a screwdriver to it and I started rearranging keys on my keyboard.

And I started doing that because I wanted to learn how to type in a slightly different way.

So most of us, the keyboard that we have in front of us is the traditional English called the Qwerty, Q-W-E-R-T-Y format. Which is what 99.99% of the population learns to type on.

The thing about the Qwerty keyboard format is its very inefficient. Your hands have to travel a lot to type most of the common things that we type every day.

So there are lots of other keyboard formats out there that are way more efficient and I decided that I wanted to learn a different format called Colemac, because I spend a lot of time on the computer and, you know, less effort is a good thing.

Andrew: Yep.

Josh: And so what I decided to do was learn this new layout as quickly as I could. And in order to do that, I needed to have some type of metric, some type of thing that I could say, "okay, when I reach this level of skill, this is what I'm trying to get out of this whole thing."

And for me, it was I wanted to be able to type in, using the same average typing speed on the new keyboard.

So I was typing 60 to 70 words a minute on QWERTY, touch typing, so I wanted to 60 to 70 words per minute on Colemac. That was how I was defining success of the project.

Andrew: I see. And that's what you want us to do when we're starting out. Define what success is.

Josh: Yes. And it's called a targeted performance level. It's, this is the level of skill that I'm really shooting for. And when I've got there, I've succeeded.

Andrew: I want to ask you a follow-up question in a moment because there's something I'm curious about.

Josh: Sure.

Andrew: But first, let me show you and the audience that someone on the Mixergy team, I'm not sure if he wants me to mention his name but he volunteered his stats.

He said he's been doing this, again, he wanted to change the way he typed so he switched to the Colemac keyboard, and here are his numbers. And that Qwerty line at the top is, I guess where he was before and what he's aiming for.

Josh: Yeah, so that's what? Over a period of...

Andrew: We're talking about ten days here, with some ups and downs, a couple of missed opportunities.

Josh: Yeah. Really good.

Andrew: So here's the thing that I was wondering. I still on my second monitor have this frozen. How do you, when you're practicing the ukulele, set a target? I understand how you can do it when it's something metric related like a typing speed, but how do you do it there?

Josh: Yeah. That actually goes into the second part of the method which is being able to take what is often a very complex skill and being able to break it down. It's called deconstruction. And so, the target performance level when I was learning how to play the ukulele was, I wanted to be able to, I have a songbook called The Daily Ukulele Songbook, and I just wanted to be able to look up a song online or look up a song in the songbook and be able to figure out how to play it.

And so I didn't have to have everything memorized. I didn't have to be able to perform flawlessly in a concert or something. I just wanted to be able to pick up the instrument, find a song and have a fighting chance of figuring out how to play it.

And if I practiced the song for long enough I'd get pretty good at it. Right?

And so, in order to do that, you know when you're playing any instrument, ukelele's a great example or guitar or piano or whatever, you're not just doing one thing, you're doing lots of different things all at the same time.

So you're playing chords and you're switching between chords and you're strumming or finger picking and you're trying to do that while you're singing. You're

doing a lot of things at once.

And so part of the process is just taking this very complex skill and breaking it down, and starting to practice all of the elements in isolation.

Andrew: Why is that important? Why is it important to start by defining that?

Josh: I think it's really, it's important to define the target to understand what it is you're practicing for. Right? And where you are in terms of achieving it.

It's important to break it down because learning something new is really frustrating. It's super intimidating. You know, as a general rule, we, as adult learners, we hate feeling stupid. We hate feeling like "you know, I'm trying to do this and it's not working" and so that's really the biggest barrier to learning something new is overcoming that initial frustration and intimidation.

As so defining the target performance level says "okay, I'm not trying to do everything that is ever going to be possible with this particular skill. I don't have to learn everything at once. Here's my target. I'm going to work towards it. "

Deconstructing the skill into smaller parts helps you figure out, okay, of all of the things that I could be doing, what are the things that I'm going to do most? And can I start practicing those? Because if I get good at those I'm going to use them most of the time so that's going to provide the most improvement per unit of time spent practicing.

Andrew: All right. Let's go back then to the big board and the next one is to deconstruct the skill into smaller sub-skills.

Josh: Yes.

Andrew: How did you do that with programming? And I've got the page here in the book, I'm not sure how much sense it makes to even show it like this but, this is the way you did it in print. [laughs] This is the way you describe it in your book.

Josh: Yeah.

Andrew: How did you do it? When it comes to something as big as learning to program?

Josh: Yeah, so important to understand is that programming is not just one thing. It's a bunch of things kind of all under the same label.

So an interesting way, you know, non-theoretical way to visualize this is, think of learning something like golf. Right?

It's not just one thing. You're doing lots of things in the process of playing the game. And hitting a ball off the tee, or driving off the tee and putting on the green, two totally different activities. Okay?

And so instead of practicing golf, you can practice driving off the tee. You can practice putting on the green. And if you get good at both of those things, you're getting better at the global skill of golf. Right?

And so applying that analogy to programming, there were some basic concepts, like variables and conditionals and, you know, the theoretical computer science stuff that was useful to know because that's how programs work.

But there were some very tactical things that I needed to know too. Like okay, I've written a program. How do I actually get it up on a computer connected to the Internet so it actually does something? Right?

And so starting to breakdown, you know, what is a programming language and how does it work? How do I install it on my computer?

You know, I was learning how to program in Ruby and I didn't even have the right version installed. It took a long time to figure out how to do that. So, how do I install it?

How do I learn, you know, very basic rudimentary computer science stuff like what a variable is? What does a program actually look like? Like how do I make an input and how do I get an output out of it? And then how do I run that on an actual computer to get the result?

That's an example of deconstruction. Just taking it, and breaking it down, and breaking it down.

Andrew: I see. What about something where, well, what about something like yoga? How would you break this down?

Josh: Yeah. So yoga was actually a really good example of, well first setting the target performance level. So for me, it's not being able to contort myself into very uncomfortable positions. It was. I wanted to be able to practice on my own at home for 20 to 30 minutes and not hurt myself. [laughs] It's very important. And so understanding that was the target that I was trying to do, deconstructing it was actually really simple. Yoga has a deconstruction of its own, individual poses.

And so what I did there's a very basic sequence called the sun salutation sequence that most practices use over and over again, like half of pretty much every practice. So you learn the sun salutation sequence first. Then I said for myself, I want to learn ten (?) poses, and I want to learn ten (?) poses.

If I learn to do sun salutation (?) I can do that in about half an hour, and I can do it safely, so just deconstruct on that.

Andrew: I've got to tell you. Part of the reason why I wanted to show it because that photo just looked so good. I'm about to show another one that's really well taken. Who took your photos? We got this right off of your site. Did you hire a professional photographer for this?

Josh: No. I actually took those photos myself using a timer.

Andrew: Really? I'll show the next one.

Josh: And actually the video that you showed earlier that was a learning project for me as well. I had never shot a video before, and I decided I wanted to make a little video (?). And so I did it. Like I say, it was a learning project. I went from (?) to research and buying a video camera all the way shooting and editing and color correcting, producing it and uploading it to the web. It took me 20 hours to produce.

Andrew: Twenty hours to produce that video.

Josh: Yep.

Andrew: I just turned it off because I think it might. . . Downloading it might interfere with getting video of your Skype connection. So we want to get to that point.

Josh: It took 20 hours. You must see the whole thing.

Andrew: That was a beautiful job though.

Josh: Thanks.

Andrew: Here comes the image in a moment. Next is to research and find the most important sub-skills. How did you do that for this? First of all, this is a self-portrait, too? This is a self-e?

Josh: Yeah. Self-portrait that's using a (?) Hero 2 mounted on the front of my sail board. So, yeah. It worked.

Andrew: I was wondering about that.

Josh: Yep.

Andrew: How do you do that, research the most important sub-skills?

Josh: Yeah. So as you're trying to deconstruct this skill that's very new to you, you need to have some information on the types of sub-skills that are likely to be particularly important. So practice those first and then all the things that you could spend time on that are really just a waste of time for a beginner.

Andrew: Mm-hmm.

Josh: And so a couple of ways to get really good information from the beginning, how-to books on the topic. So just go to Amazon or go to the library or go to Barnes & Noble and find anywhere from three to five really good, solid hot-to books on the topic.

Andrew: I'm sorry. Find how many books?

Josh: Anywhere from three and five. You don't want 20 because it's too much. You don't just want one or two, and the reason why you want to get somewhere between three and five is you're not going to go through these resources in detail. You're going to skim all of them very quickly.

Andrew: Okay.

Josh: What that allows you to do is the concepts and techniques that come up over and over and over again, those are the ones that are really important because you're seeing confirmation from multiple sources for something critical here. And so looking at a lot of resources helps you figure out what are the most important things that you should practice first.

Andrew: So if we're getting that many books, how exactly are we skimming so that we absorb enough of it so that it's useful without being overwhelmed?

Josh: Yeah. I talked about this a little bit in the interview that we did for mixergy.com, but you want to use what's called a structured reading technique.

Andrew: Mm-hmm.

Josh: So you're not trying to read every word in the book. What you're trying to do, look at the table of contents, look at the index. Skim through the book really quickly and look through the chapters. Look at the headings, look at the sub-headings. Look at the concepts and ideas that come up over and over again.

So for wind surfing, looking through the books, here's the equipment I need to have, a sail, a board. I need to have an up-haul which is like a bungee cord attached to the sail so you can raise it up out of the water.

Andrew: Okay.

Josh: There's a bunch of safety equipment I needed to have and understanding that just from the books helped me when I was ready to buy equipment because you can't wind surf if you don't have a sail board. I called up. There's this specialist company in Wisconsin. It's sail boards, and I talked to the founder there. And I had a good working knowledge of what I needed and what I didn't because I did a little bit of research before I talked to him on the phone. That helped a lot.

Andrew: How much time would you say of the 20 hours goes to that?

Josh: One to two hours max.

Andrew: One to two hours.

Josh: No, one to two.

Andrew: One to two hours. Okay.

Josh: So you don't want to spend ten of your 20 hours on this stuff. A little bit of

research goes a very long way. The classic failure mode here is. . . I actually fell into this myself when I was learning how to program. It's like I got 20 books on programming. I've got five courses, and I was thinking to myself, I'm going to read all of these books, and I'm going to take all of these courses. And then I'm going to sit down and write a computer program. It was totally backwards. Research is a form of procrastination.

Andrew: I can see that happening to me, too.

Josh: Yeah.

Andrew: If I'm going to spend my time I'd better really research where my time should go and obsess about getting the right path.

Josh: So the whole goal is you want to research just enough to help you do the deconstruction and find those small number of sub-skills that will actually help you get the best result, classic 80-20 stuff, the small number of things that will help you get the biggest result. Research helps you do that, but you want to get into the actual practice as quickly as possible.

Andrew: Alright. Next is remove barriers to practice, those distractions, the friction. Why is this important? And what do you mean, first of all, by barriers. What kind of barriers to practice could there be?

Josh: Yeah. So classic examples of, let's say, practicing programming and your computer remains connected to the Internet. It gets stuck, and you don't know what to do. It's like, "Oh, I'll go research this" and then you go to Hacker News and everything is downhill from there.

Andrew: Yes.

Josh: And so when you sit down and practice the very most effective thing you can do is set aside a chunk of time where you are not going to be distracted. You can focus all of your attention and all of your energy on practicing in a way that will help you get this particular result.

Anything that threatens to take your attention and energy off of what you're doing and put it on to something else is an enemy that needs to be destroyed. You really need to focus as you're doing this.

Andrew: Even an Internet connection when you're learning to program could be one of those enemies.

Josh: Yes.

Andrew: What else? What about when you're doing this, when you're learning. I'm guessing this is another self-e, when you are learning the ukulele.

Josh: Yeah. So my strategy here was the most reliable time that I could sit down and actually get some good quality practice time was in the evening after my wife

and daughter went to bed.

Andrew: Mm-hmm.

Josh: And so I would just schedule every day, I would set out about a half an hour. The house was quiet. I could sit down on the couch and just practice without being distracted. I didn't have my computer. I didn't have my cell phone. There was nobody else in that area of the house to distract me, and I'd just sit down and get it done. So anything that you can do to make it less likely that somebody is going to interrupt your focus that's great.

The other thing too, ukulele is a great example of this. For a lot of people like learning how to play guitar, play the piano, or something. If it takes a lot of energy to get started in the first place, you're less likely to sit down to practice. So if your guitar is in its place in a closet on the other side of your house you're way less likely to actually practice than if it is sitting in a stand right (?)

And I have just a little stand. I sit there all the time, so if it's easy for you to pick it up and go, the easier it is and more likely you're actually going to practice.

Andrew: You know what? So I have these - let me bring them up - I have these thank you cards right here.

Josh: Yeah.

Andrew: For about a year - there it is - I had thank you cards in the drawer in the box because I want to conserve space on my desk. I hate to have stuff on my desk. Then I took it out and I put it out there, and I started actually to use them. That and I had a pen there that I was using, and I always use it with this paper because ballpoint doesn't work, and I did start writing them more.

What's the difference? It's in the drawer. It's right there, and it's actually in a smarter place if it's in the drawer, in a more protected place. Why am I more likely to use it when it's right there?

Josh: That kind of thing, it sounds so dumb. Right? It shouldn't make a difference. Right?

Andrew: Yeah.

Josh: But even just a little bit of effort or a little bit of...so, so, if it's right in front of you, you don't really have to do anything to look at it and think about it or remind yourself, "oh, I should be writing a thank you note right now."

If it's in a drawer, there has to be some trigger to remind yourself that there's this thing that you wanted to do. Right?

So this is just classic behavioral psychology stuff. Altering the structure of the environment around you to make it much easier to do the thing that you want to do and not do the thing that you don't want to do.

Andrew: I feel like such a rat in a maze that I created for myself but still, but still...

Josh: Yeah, it works.

Andrew: ...because the easiest path is the one that I end up going in, not the smarter path. The smarter path is to put it away in the drawer where it's protected and to write whenever its appropriate. The dumber path that I'm more likely to take is to keep it available and then you'll do it.

Josh: Right.

Andrew: But's what you're talking about....

Josh: Exactly.

Andrew: ...you have your instrument next to you. You're more likely to use it.

Josh: Yes. And anything that you can do to minimize the amount of effort it takes to go from not practicing to practicing. That's pure win.

And it's, you know, it kind of goes back to this whole kind of thread coming out of behavioral psychology now, is don't assume that you have unlimited attention and energy and willpower. You don't. You just have a limited amount every single day, and so the most effective thing that you can do is instead of relying on yourself to, you know, will-powering yourself into getting started, just make it as easy as possible and brain- dead simple to do and you will actually do it.

Andrew: Oh. Alright. So, it's also good that I have this, where is that pen, this pen right here.

Josh: Yay.

Andrew: On to the big board. The last point is to pre-commit to 20 hours of deliberate practice. Twenty ho-, what does it mean to pre-commit?

Josh: Okay. So, pre-commitment is saying to yourself before you get started, so before you start practicing at all, saying to yourself "I am going to invest at least 20 hours of practice in this thing or I'm not going to do it at all."

Andrew: Okay.

Josh: And this is actually coming out of another thread out of behavioral psychology research that the stronger you make that pre-commitment, the more likely it is that you're actually going to follow through with the practice.

And it serves two very important purposes. The first is making the pre- commitment itself is a really important check on your priorities and motivation at that point in time.

Andrew: Okay.

Josh: So a lot of us have things that we would someday maybe like to learn, but in the grand scheme of everything that's happening in our lives, they're just really objectively not that important right now. We have other more important, more valuable things that we can do. Right?

So the pre-commitment helps to figure out how important this is to you right now, and if it's legitimately not that important, you can in a guilt-free manner say "it's not that important, I'm not going to do that right now" and you can stop feeling bad that you haven't gotten around to learning how to speak Finnish because, you know, it's just not important. Right?

So, if you're not really willing to sit down and make time for the practice part and rearrange your schedule and change your environment, it's just a really good check that, you know what? That's probably not so important for you right now.

That's okay. You don't have to do it.

If it is important, important enough to spend the time, pre-committing to 20 hours helps, is the single most important thing you can do to overcome those early barriers of frustration and intimidation.

So, just telling you right now, the first few hours of doing this for anything, they're going to suck, and they're going to suck bad.

And so what most people do when they're learning something new, if they don't go through a step like this is, they get to the part where they are actually practicing and they're terrible or it's not working or they don't know what to do, and they get so frustrated and so upset with themselves that they stop doing it.

So, you know, going back to programming as an example. It took, I'm trying to remember, it took at least five hours for me to learn to install the latest version of Ruby on my computer. I hadn't even got to the writing of a program stuff yet, which is hard in its own right. It was just getting to the point where I could start.

And so without a pre-commitment, it would have been really easy to say, you know what, this is stupid. It's too hard. I'm just going to shove this in a corner and I'm going to go do something else. But because I said, "You know what?" I'm going to spend 20 hours on this thing no matter what. It was much, much easier to say, "Okay, it's hard right now. I'm going to push through. And so there's nothing magical about the 20 hours. It's short enough that it feels okay to pre-commit to that amount of time without really knowing what you're getting yourself into. But it's also long enough that if you actually put in that amount of time you're going to see some really dramatic results.

Andrew: What happens if we spend 20 hours and we still don't hit that target?

Josh: You have a choice. And so that's the point where you give yourself permission that if you're terrible and you hate it and you're not getting what you

want out of it you have full permission to say, "You know what, it's not worth the time. I'm going to drop this and do something else."

What usually happens is hours one to three or one to four are terrible. Hours four to five, four to six are about the time where you start seeing improvements in your ability to actually do this thing. So really the purpose of the pre-commit is just to ensure that you practice long enough so that you can actually start seeing results. And when you start seeing results, you get that burst of internal motivation. It's like, I can do this. There's something that I couldn't do. Now I can do it. This is awesome, and I keep doing it.

So really this is a very ideal system that makes you trick your brain into sticking with it long enough to see results, trick your brain to see results.

Andrew: Here's a final image that I'd like to show. What is this that you've got on your table?

Josh: This is actually the oldest and most complex board game in the world, believe it or not. In English it's called "Go". It's actually so old that they can't precisely date how old it is. It's somewhere between 3,000 and 4,000 years old, and it's analogous to chess. It's way bigger and way more complex.

And so I wanted to learn how to play the game mostly out of personal interest but also as an experiment because this is the type of thing it's so big and so complex that there have been people that have been playing this game since like age three or four and play it professionally for decades and you see the very best people in the world say, "I only have a fraction of the understanding that it's possible to have about this game. I still don't understand it."

Andrew: Uh-uh.

Josh: And I'm one of the best in the world. And so really this was a test. I wanted to test the method on something that was really huge and really big and really complex that I had absolutely no hope of mastering it and it worked.

Andrew: And so where there times when you wanted to quit playing this game?

Josh: Oh my gosh, yeah. And so it's interesting about "Go". They have a pretty robust. . . You can rank yourself like chess, rank yourself versus other players, but it's also been around long enough that it's a game that you can study, just like you study chess. And so they have a series of ranked problems. So as you get better at understanding the game you'll see a diagram of a board and it says, "Solve this problem for this piece" or whatever. As you get better you can solve higher and higher ranked problems.

And so it was the type of thing where I was looking at the (?) and I have no idea. I would solve it, and it would be the wrong answer. I wouldn't understand why it was the wrong answer. It just really, really frustrated me, trying to play a game online with somebody who had been playing for a while and you just stopped.

I remember playing a game against this guy where he was beating me using techniques that I didn't understand or I couldn't even see. There's this old "Go" proverb, you know, after so many games you can block the punch, and after so many games you can see the punch coming. I couldn't even see the punches coming. It was just amazing, but it's still as huge and complex a game as it is. It still responds to the same strategy. Break it down. Understand the fundamental parts. Master the critical concepts first, and everything else becomes easier.

Andrew: Alright. So let me go back to the big board. This is what we've got covered. This is the process. For someone who just listened to us talk here for the whole program and they want to know what to do next, what do you suggest?

Josh: Okay. So, first off, you know that list of things in the back of your head that you've always wanted to learn how to do?

Andrew: Mm-hmm.

Josh: First thing is get it out of your head and onto a piece of paper where you can see it. Right?

Andrew: A full list.

Josh: A full list. Everything that you would like to learn. Professional stuff, personal stuff, anything that's in the back of your mind that would make your life more interesting or better in some way. Just write it all down. And choose, so do an experiment. Choose one. So something for work, something for your business, something for yourself.

Andrew: Only one. Not one for...

Josh: Only one. Yeah. And so most of us are severely time strapped anyway.

Andrew: Right.

Josh: We're all building businesses here. Me too. And so we don't have an unlimited amount of attention. And so it really is just an arithmetic problem. Right? You need to have a critical mass of experience doing something in order to get good at it. And so, you know, you could either do a couple minutes here, a couple minutes here on a bunch of different things or just concentrate all of that practice on one thing and actually get some skill.

Andrew: Yeah.

Josh: And so the more you can concentrate, the better. For me, it makes me feel a lot better to say, I'm going to focus on this thing for now and I'm not deciding that I'm not going to do all of this other interesting stuff at some point in the future. I'm just not doing it right now, and that makes it much, much easier to concentrate.

Andrew: So, write your whole list, pick one thing.

Josh: Pick one.

Andrew: Here is the list. And if you want a more in-depth reading, more in- depth understanding of everything that we've talked about, there it is. The book is available at firsttwentyhours.com. I actually got it from Audible first and then I decided I wanted to read it. There's some things that I absorb better on paper. And when I say paper, I mean the Kindle version. So...

Josh: Yeah. And actually, one of the things that I really, gets me jazzed about this whole thing is, you know, it's a method for learning absolutely anything, and so I love hearing from people who use this method to learn all sorts of wild and crazy things. And so if you use this method, learn something for your business or learn something that makes your life better if some way, I want to hear about it. So josh@firsttwentyhours.com. Send me your stories, tell me what you're working on. If there's any way that I can help, let me know.

Andrew: Alright. josh@firsttwentyhours.com. Thank you for doing this and thank you all for being a part of it!

Josh: Yeah, thanks Andrew. Bye.