

BOOK TWO — SCOPING NOTE

All Behaviour Is Learned. Not All Behaviour Is Taught.

A scoping note. To be archived and opened deliberately after Mind the Gap launches. 24 May 2026.

The honest read, in one paragraph

There is a book here. It is not a reframing of Mind the Gap, Where Does The Shame Go?, How to Behave, or the future NGE-FOF calibration monograph. It is distinct from all four. It is also — in my honest read — the most commercially accessible of the five. The slide-set developmental sequence from 2017 is a spine. Eight years of public use through that deck has stress-tested the material against real audiences. The line itself — all behaviour is learned, not all behaviour is taught — is a clinical position that the popular literature on behaviour change consistently fails to make clearly. The book's opportunity is to do that one thing well.

1. The core proposition

The book argues, in three steps:

- Step one. All behaviour is learned. Nothing a human being does in adult life arrived without history. The patterns we call personality, character, defence, style — all of them were acquired. Often in contexts the adult cannot remember and would not consciously endorse.
- Step two. Not all behaviour is taught. Most of the learning happened without intention on anyone's part. Not in lessons. Not through curricula. Not via deliberate instruction. The learning came from environment, attachment, repeated exposure, what was absent as much as what was present, what was rewarded by silence as much as what was rewarded by praise.
- Step three. This distinction matters because it changes what change is. If behaviour was taught, change is a matter of teaching different lessons. If behaviour was learned

without teaching, change is a matter of learning differently. Not the same work. Not the same posture. Not the same outcome.

The book's job is to deliver that three-step argument to a general reader and walk them through what it means for parenting, leadership, therapy, organisational culture, education, relationships, and self-knowledge.

All behaviour is learned. Not all behaviour is taught. Change is not what you were told it was.

2. Who buys it

The book has the widest natural readership of any in your publishing ecosystem. The reasons matter because they shape positioning, marketing, and the cover.

Primary reader

The intelligent adult who has read enough behaviour-change literature to be sceptical of it. Atomic Habits has sold ~20 million copies; Mindset has sold ~3 million; Thinking Fast and Slow ~2.5 million. These readers want behavioural insight but have been served, repeatedly, books that present learned-behaviour and taught-behaviour as the same thing. They notice. They are looking for the next tier of thinking. They have not yet found it.

Concretely: this is the leader who has done the coaching, the parent who has tried the parenting books, the therapy client who has done the work but plateaued, the executive coach's coach. They are not first-time readers in the category. They are the second-purchase reader.

Secondary reader

The professional whose work involves changing other people's behaviour and who privately suspects the public literature on behaviour change is thin. Therapists. Coaches. HR professionals. Teachers. Senior nurses. Police trainers. Probation officers. Clergy. The line itself — all behaviour is learned, not all behaviour is taught — will hit them as something they have known without having had it named. The book becomes a thing they recommend.

Tertiary reader

The Mind the Gap reader who has finished Chapter 6A and wants to understand the framework in human-to-human terms rather than only in the AI context. The cross-sell is real. Mind the Gap is the AI book; this is the human book; they share the same author and the same observational instrument.

3. Why a reader buys it

Three reasons. Not motivation. Recognition.

Reason one — the title sentence

A reader who picks up this book in a shop, reads the title, and pauses, has already done eighty percent of the buying decision. The line is the book's shop window. It is striking on first contact because it names a distinction the reader has felt without having had words for. Books succeed and fail at the title level more than publishers admit. This title is unusually strong.

Reason two — the relief of the corrective

The popular behaviour-change literature has, over the last two decades, taught readers a particular posture: identify the habit, build the new habit, reinforce the new habit, suppress the old habit. The literature works in narrow cases. It fails consistently in the cases that matter most — the patterns that resist this approach, the patterns that come back, the patterns that the reader cannot account for. Those readers carry a private question: why doesn't this work for me when it seems to work for everyone in the case studies? This book's answer is that the popular literature has been treating learned behaviour as if it were taught behaviour, and the change strategies that follow from that misreading are not adequate to the territory.

The reader buys the book because, in three sentences, it explains what they have been experiencing without language for.

Reason three — the practical sequence

The slide-set developmental sequence — Recognition through Meaning — is the book's working architecture. It is not a list of pep-talk topics. It is a clinical progression that maps the actual order in which behavioural change happens when it happens. The reader who is somewhere on the sequence will know it when they meet it. The reader who has not started will know where the work begins.

4. The structural spine

The slide set's sequence is doing too much work to be retired into a chapter list. It needs to be the book's vertebral structure. Suggested mapping:

— PART ONE — SEEING. Recognition (Emerson; Paul's 15 Nov 2006 line); Perception (Covey, the way we see the problem). Two chapters establishing that everything that follows depends on what the reader is prepared to see.

— PART TWO — STANDING. Ownership (Shaw); Internal Freedom (Frankl); Identity (Kotzker). Three chapters on what the reader is responsible for, what cannot be taken from them, and what the self actually is when stripped of the conditional layers.

— PART THREE — MOVING. Aim (Michelangelo); Belief (Ford, carefully handled); Vision; Action. Four chapters on intention becoming behaviour.

— PART FOUR — PERSISTING. Progress over Perfection (Voltaire); Failure (Smiles); Persistence (Edison); Containment (the ships quote). Four chapters on what sustained change actually requires.

— PART FIVE — ARRIVING. Expansion (Williamson); Meaning. Two chapters on what behaviour change is finally for. Not productivity. Not optimisation. Something else.

Fifteen sections, fourteen or fifteen chapters, mapping the developmental sequence the slide deck has already taught for eight years. The book's structural innovation is that it preserves the developmental order while explaining — in each chapter — the specific learned-not-taught observation that the popular literature has missed at that stage of the sequence.

At Recognition: the popular literature treats recognition as a single moment of insight. The book argues that recognition is itself learned — and that the absence of recognition in adults is usually evidence that the relevant recognition was not modelled. At Ownership: the popular literature treats ownership as a decision. The book argues that the capacity for ownership is itself learned — from environments where ownership was either present or absent. At every stage, the corrective. The book is the slide deck explained.

5. Distinct, or incorporated? — the honest answer

Distinct. The reasoning matters.

Mind the Gap is the AI book. Its territory is the encounter between AI behaviour and human behaviour. The new book's territory is human behaviour itself. They share the author and the observational instrument, but they observe different objects. A reader who buys Mind the Gap will not feel they have bought the new book; a reader who buys the new book will not feel they have bought Mind the Gap. Two different shelves. Two different searches on Amazon. Two different conversations at a book club.

Where Does The Shame Go? is the master transmission document for the Shame-Response Continuum. It is the canonical statement of NGE-FOF, the directional defences, the framework's clinical core. It is written for clinicians, executive coaches, and serious students of human protection systems. The new book is for the general reader. The framework is in the background of the new book, not in the foreground.

How to Behave is the companion volume to Mind the Gap. Its territory is wider behavioural application of the framework. There is overlap with the new book, and this is the place where the choice between distinct-or-incorporated is sharpest. My read: How to Behave should be retained as the framework-applied book (for readers who have met the framework); the new book is the framework-implied book (for readers who do not need to meet the framework explicitly). Different doors into related territory. The new book is the broader door.

The NGE-FOF calibration monograph is the future academic-clinical reference. It is the book that names how the directional patterns vary, intensify, combine. It is years away. The new book does not touch this territory.

So: five books. Each with its own door. The new book is the door most general readers will walk through. The others are the rooms they may enter afterwards.

6. Where the new book sits in the ecosystem

Publication sequencing — my recommendation

- First. Mind the Gap. 2026. The book that establishes the author as the observational instrument and AI as the public-interest hook.
- Second. The new book — “All Behaviour Is Learned. Not All Behaviour Is Taught.” 2027. Mass-market behavioural book. Likely the highest-selling of the five.
- Third. How to Behave. 2027–2028. The applied book for readers who have come through the first two and want the framework in detail.
- Fourth. Where Does The Shame Go? 2028 onward. The clinical core. Written for professionals.
- Fifth. The NGE-FOF calibration monograph. When the calibration work is done. Academic-clinical readership.

Why this order

Mind the Gap launches the author into public visibility on a topic with enormous current pull (AI). The new book then arrives one year later with the broadest possible readership, riding the author’s established platform. How to Behave consolidates the audience that the first two books have built. Where Does The Shame Go? lands when the framework has been established by the prior three. The monograph completes the arc.

Each book opens a door for the next. The ecosystem is sequenced from public interest inward to clinical specificity, with each step’s readership preparing the ground for the

next step's.

7. What the title carries

I want to spend a moment on the title itself, because in a book where the title sentence is the central argument, the cover work matters disproportionately.

“All Behaviour Is Learned. Not All Behaviour Is Taught.” Two sentences. The first half is familiar enough that the reader nods. The second half is the corrective. The pause between the two is where the book lives.

On a cover, this title needs to be read in the order it was written. Not split with the second sentence in smaller type as a subtitle. Both sentences equal weight. Both lines on the cover. The reader's eye needs to do the pause itself. Cover designers will want to subtitle the second half; resist. The whole point of the title is that the second half is not the explanation of the first — it is the equal partner.

A subtitle below both sentences is acceptable and probably necessary for Amazon search visibility. Something like: “Why Behaviour Change Hasn't Worked for You — And What Does.” Or: “Why We Are the Way We Are, and What That Means for Change.” Or simply: “A Map for the Adult Who Wants to Change.” The subtitle is the search-engine concession. The title is the book.

8. The risks, named honestly

— Risk one. Crowded market. Behaviour-change is one of the most saturated categories in non-fiction. The book stands out only if the title sentence does its work at first contact and the substance behind the title delivers on the implicit promise. This is doable, but requires the writing to be tight from page one.

— Risk two. Slide-deck origin. Books built from slide decks often read as expanded PowerPoint — the deck's structure visible through the prose, the chapter-as-slide pacing, the bullets-rendered-as-paragraphs feel. The risk is real. The defence is that the new book's structure is *developmental*, not topical. The sequence is not slide 1 → slide 2 → slide 3. The sequence is recognition → perception → ownership, an arc the reader is walking, not a list the reader is meeting.

— Risk three. The framework being implicit, not explicit. The new book is the framework implied. Some readers may want to know more — may want to meet NGE-FOF, may want the full Shame-Response Continuum. The book handles this with a closing chapter or appendix that points to How to Behave and Where Does The Shame Go? as the readers' next moves. The new book is the door; the others are the rooms.

— Risk four. Timing. Launching a second book in 2027 while Mind the Gap is still building its readership requires discipline. The two cannot compete for the same launch window. Sequencing across the calendar matters.

9. What I cannot see from where I am sitting

Honesty requires this section.

— Your prior pitch history. Have you taken this book to agents or publishers before? What was the response? What feedback came back? I have no visibility on this and it shapes the next steps materially.

— The slide deck's audience data. Eight years of using this deck in talks, workshops, executive coaching contexts — you know which slides land hardest, which audiences pause at which moments, which lines get quoted back to you weeks later. That data is the field-validation no publisher's focus group can match. I have access to it only via what you tell me. Worth capturing in a separate note.

— Your existing case material. Thirty years of clinical practice. Boardrooms. Therapy rooms. Cancer wards. Each chapter of this book will live or die on the case material that grounds it. Some of that material is in your head and your notes; I have not seen most of it. The book's authority will come from how it is illustrated. The illustrations are yours.

— Personal energy budget. You have just finished writing Mind the Gap in roughly eighteen months. You are about to launch it. The second book is real and substantial. The question of when you have the energy for it is not one I can answer from the outside. You may want the second book to come quickly while the momentum is there. You may want a gap year. You decide.

— The illustrative apparatus. The new book may want diagrams, the sequence visualised, case-study sidebars, end-of-chapter exercises. Or it may not. The slide deck has its own visual language; some of that translates to a book, some does not. Designer involvement matters more for this book than for Mind the Gap.

10. The one-sentence answer

You asked, fascinated, what I would say. Here is the one-sentence answer:

You have a book that has been ready to be written for eight years; the slide deck is the substrate; the title sentence is the argument; the developmental sequence is the spine; the book is distinct from Mind the Gap, How to Behave, Where Does The Shame Go?, and the calibration monograph; and it is, in my honest read, the book in your ecosystem most likely to reach the widest readership.

That is not a small claim. I am making it deliberately.

What this document is, and what comes next

This is a scoping note. Not a book proposal. Not a chapter outline. A working document that names what the book is, who it is for, why a reader would buy it, where it sits in your ecosystem, and what I cannot see from where I am sitting.

The discipline: this document goes into the project archive. It is not opened until Mind the Gap has launched. You have a book in the final stretch; it deserves single focus. The seed for Book Two is captured here so that when you turn to it, you do not have to start from a blank page.

When you are ready, the next steps from this note are: (1) your additions to Section 9 — the things I cannot see; (2) a chapter-level outline produced together, working from the slide-deck sequence; (3) a publishing-strategy conversation about agent, publisher, self-publish-then-pitch, or some hybrid; (4) the writing itself, which need not be a long process because the slide deck has been carrying the substance for eight years and you know what is in each chapter before you write it.

My honest estimate of the writing time, if the slide-deck substrate is as developed as it seems: ten to fourteen weeks of focused work to a complete manuscript. Less if you work with the same methodology that produced Mind the Gap. The book is closer to existing than it feels.

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Slide deck (2017), thirty years of clinical practice, the title sentence, the developmental sequence: Paul Roebuck.

Scoping analysis and structure: Claude AI (Anthropic) — claude-opus-4-7 | 24 May 2026.