

All About Me: Taking Stock

ALL ABOUT ME: TAKING STOCK



The Queen's Young Leaders programme discovered, celebrated and supported inspiring young people from across the Commonwealth between 2014 and 2018. It was created by The Queen Elizabeth Diamond Jubilee Trust, and delivered in partnership with Comic Relief, The Royal Commonwealth Society and The Institute of Continuing Education at The University of Cambridge.

Leading Change was created by Frances Brown at The Institute of Continuing Education, The University of Cambridge for The Queen's Young Leaders Programme.

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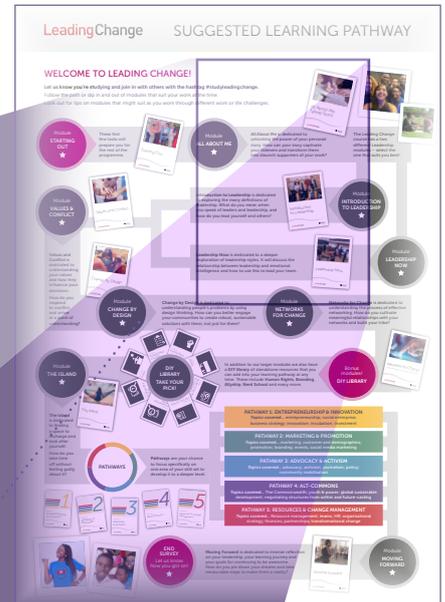
For queries on adapting the materials or running the course, please contact the course creator Frances Brown at hello@fbrownwork.com



YOU ARE HERE: ALL ABOUT ME – TAKING STOCK

This module is all about you!

The next couple of pages explain how the module will be structured.



!E!

Use the hashtag #studyleadingchange. Work at the time. Roughly different work or life challenges.



Module
ALL ABOUT ME
★

All About Me is dedicated to unlocking the power of your personal story. How can your story captivate your listeners and transform them into staunch supporters of your work?

The Lead course has different modules. One that...

Introduction to Leadership is dedicated to exploring the many definitions of leadership. What do you mean when you speak of leaders and leadership, and how do you lead yourself and others?



Module
INTRODUCTION TO LEADERSHIP
★

Leadership Now is dedicated to a deeper exploration of leadership styles. It will discuss the various leadership styles and how to use them effectively.



HELLO!

This module is dedicated to unlocking the power of your personal story. How can your story captivate your listeners and transform them into staunch supporters of your work?

THIS MODULE WILL DISCUSS:

- The most engaging way to talk about your work
 - Getting crystal clear about why you do what you do, and starting your story with this insight
 - Using rhetoric (ethos/logos/pathos) in your story to establish your credibility
- Gaining support for your work
 - Understanding the three types of influencers you need to amplify your work
 - Asking for help – and why it's not a sign of weakness
 - The art of getting in touch with influential people

USING THESE TOOLS FOR EFFECTIVE COMMUNICATION, YOU WILL:

- Share your 'why' in a draft mission statement for your organisation or project
- Use the art of rhetoric to create an 'About Me' page or video (revisit your introduction in the 'Starting Out' assignment and reflect on what you've learned)
- Map your circle of influence that makes it clear who you know and how to reach out to others



OUTCOMES

At the end of the module, you will be able to:

- **Clearly articulate your personal beliefs at the heart of your work**
- **Tell your story authentically and engagingly**
- **Identify who can help you move forward**



RELATED LEADING CHANGE CONTENT

MODULE TESTIMONIAL

SUSAN MUENI, KENYA (2016)

“

This module was really an eye opening module for me. I must confess that going through this module I felt that I can really talk about myself and key in the important message I need to communicate.

The ‘Start with Why’ video was so powerful because I was one of those people when I tell other people about my ideas I tend to focus on what I am doing, but I learnt that I should be very clear about why I am doing it.

”



PRAISE FOR THE ALL ABOUT ME MODULE:

“The content of this module has provided wonderful insights on how to find a focus in our work and communicate our ideas succinctly to anybody including investors. With this push, I have managed to narrow down my new project and found a focal point in my work and in writing the business plan for grant application and for my reference.”

“I loved this module, I found it easy to understand and learn from.”

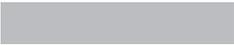
COURSE ALUMNI SHARE WHAT THEY’VE ACHIEVED AS A RESULT OF THIS MODULE:

“I have taken the advice from this module and have planned one on one training/on board meetings with our first users of my community impact platform. I plan to keep in regular contact as advised to nurture the relationships and be open to the feedback from our launch.”

“In wrestling with this module, I managed to finally come up with a succinct-ish personal mission statement, which feels true for both my academic and arts-based work. This is really wonderful, because I’ve been trying over the past year to get to that place. It’s making it easier for me to figure out what to say yes and no to – I have a lot of trouble with that. It’s shifting both the focus of my organisation and my research.”

“One of the most fundamental things I learned was starting with WHY and it made me see myself and my projects differently. As a leader I believe that I will be able to influence and garner resources more successfully through utilizing the ‘Art of Rhetoric’. I am already applying these lessons from this module in my everyday work and there is drastic improvement.”

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Welcome



WELCOME!

Welcome to the **Leading Change** course.

In this module you will be asked to reflect on your life:

What made you the person you are today?

What are your key values and beliefs?

Where did those come from?

How do they compare with your friends and family, and the community in which you live?

Throughout this and the modules to follow we may make reference to 'your project'.

This is a catch-all term for whatever it is that you are thinking about and developing throughout the course. This could be your work, the organisation you run or something you are thinking about launching.

You'll produce a number of visual and textual responses to the module, culminating in an "About Me" for your website or press file.

The module is broken down into three sections, which should be studied in order. You can access the videos online or read the transcripts in the following pages.

ACTIVITIES CHECKLIST

PART 1: Telling your story

Activity 1: Mission Statement p13

Activity 2: Circle of Influence p22

PART 2: Convincing others to follow you

Activity 3: Logos, Ethos & Pathos p30

ASSIGNMENT

Task A: About Me Page or p32

Task B: Presentation p33

ICONS



Activity



Reflection



Media



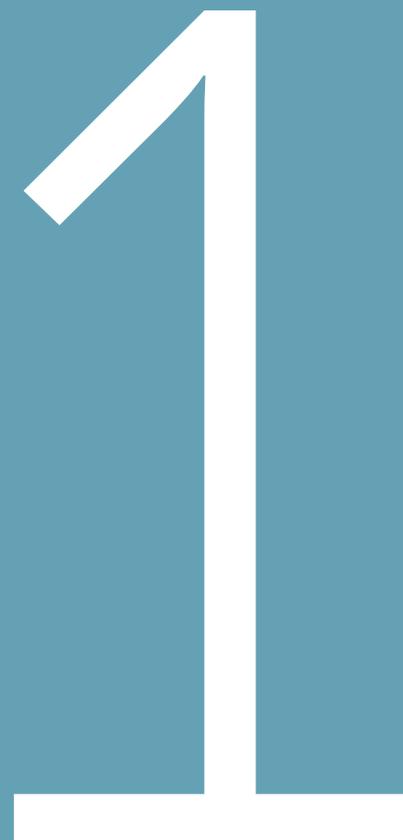
Key info



Example



Summary



Part 1

Telling Your Story



I believe that leadership is:

“

Empowering individuals to realize, exploit and expand their hidden potential.

”

Kavindya Thennakoon,
Sri Lanka

Part 1

COMMUNICATING YOUR STORY

WELCOME TO PART 1

Chances are that most people you meet every-day are completely oblivious of what it is you're doing. But you are probably thinking about it all the time. You know it inside out, and back to front. But you need to tell others about it.



MEDIA AVAILABLE

If you prefer to listen or watch you can find the Module videos with audio on **YouTube**.

WHAT DO YOU NEED TO COMMUNICATE?

What do you think is the most important thing you need to communicate to other people about your project?

Try to think of an answer before moving on. What do you think is the most important thing you need to communicate to other people about your project?

When we tell other people about our ideas, we tend to focus on:

- What we're doing
- How we're going to do it

But is that the right emphasis?

Follow the link below to watch/listen to Simon Sinek's TEDx Talk, or you can read the **transcript** of the video in the Appendices at the end of this module.

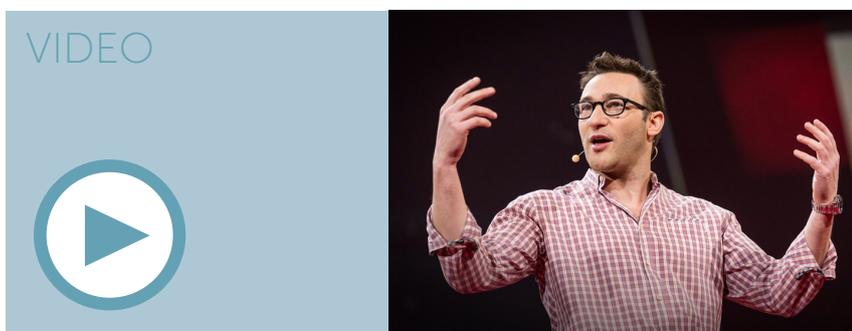
The talk is the third most watched talk on **TED.com**; in it, Sinek explains why certain people inspire others to follow them.



REFLECTION

At the end of watching the video or reading the transcript, see if you can answer the following questions:

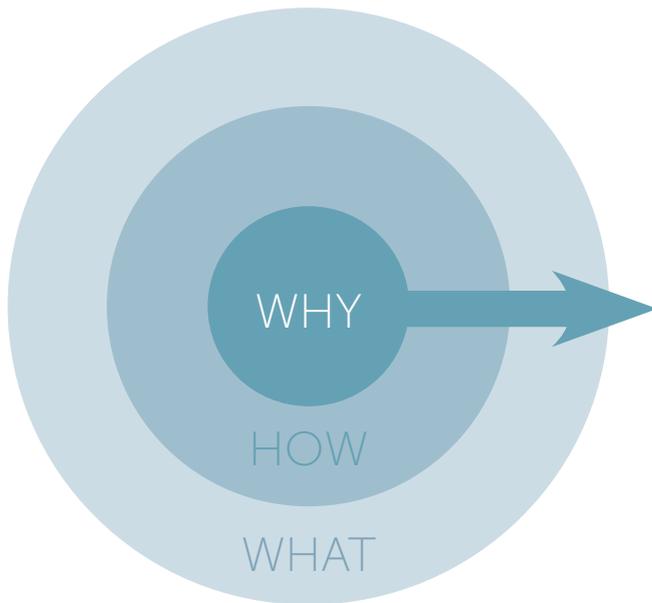
1. What is the order of What, Why and How that Sinek says most people and companies use to tell their story?
2. What does he say is the correct order?
3. Sinek uses a few examples to illustrate his point: Tivo, Apple, the Wright Brothers and Martin Luther King. Can you think of any other examples of compelling brands, organisations or individuals that you could use to make the same point?



START WITH WHY

Sinek says that when it comes to communicating a message, most people (companies, politicians, or individuals) start by saying what they do, or even how they do it. These tend not to be particularly inspiring messages.

Instead, he says, we should be very clear about why we are doing something. And usually that “why” starts with a belief: “I believe that...”



REFLECTION

What is your personal belief at the heart of your project?

We'll be coming back to that all the way through this course.

Another way of thinking about how we communicate is to think about stories.

In effect, when you tell somebody else about your plans you are telling them a story, and all good stories focus on “character”.

To be pulled in to a story we need to be interested in the hero, their friends, the people or events they are battling, and the struggles they overcome to succeed. The best stories also involve some kind of change that takes place in the hero.

Storytelling is the key to getting people interested in you and your idea.

IT'S ALL ABOUT YOU

This module is about you – you're the hero of this particular story.

You may think that the people you are helping are the heroes but, for now, feel comfortable putting yourself at the centre because while your project may be about other people, this course is about you.

What you'll be producing

By now you should have the start of a blog or document dedicated to your work and the work of this course, and will have begun to add content in an “About Me” section that tells others about your story: who you are, why you're working on your projects, and a short biography.

Along the way you'll be reflecting on how you got to where you are, who helped you along the way, and the community in which you grew up.



ACTIVITY 1: CREATING A DRAFT MISSION STATEMENT

Take some time to consider the following questions. Write your answers in your learning space.

- 1. Write down your idea in terms of “why”. Why is it important?
Take time to simplify the message as much as possible.**
- 2. Now add how you achieve your “why”.**
- 3. Lastly, write what it is that you do.**

You now have a draft “mission statement” for your project. Keep it safe. You'll be using it soon, and you'll also be rewriting it as the course progresses.



*Check out some of the 2015 Queen's Young Leaders telling their stories on the **Comic Relief** YouTube Channel*

HOW IDEAS SPREAD

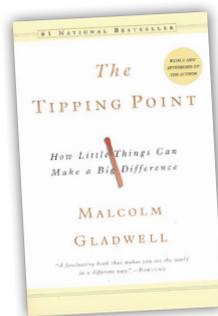
What makes an idea spread? How do you make something (like your project, a cause, a mission, a belief) travel from person to person?

In this section, we'll look at some ideas of how ideas catch on.

THE LAW OF THE FEW

Who are the Few?

In his book **The Tipping Point: How Little Things Can Make a Big Difference**, the American author Malcolm Gladwell explores the ways in which ideas spread. Why, for example, did Hush Puppies, a brand of shoe that for a long time was seen as old fashioned, suddenly become fashionable among young people around the world?



He talks about something he calls the **Law of the Few**, examining research that identifies the key types of people who help ideas spread.

There are three important roles in spreading ideas, says Gladwell, and he calls them **connectors**, **mavens** and **salesmen**.

Connectors

What makes someone a Connector?

The first, and most obvious, criterion is that **Connectors** know lots of people. They are the kind of people who know everyone. All of us know someone like this, but I don't think we spend a lot of time thinking about the importance of this kind of person. I'm not even sure that most of us really believe that the kind of person who knows everyone really does know everyone ... but they do!

There is a simple way to show this. In his book, Gladwell lists around 250 family names, all taken at random from the Manhattan phone book. Readers are asked to go down the list and give themselves a point every time they see a surname that is shared by someone they know:

- The definition of "know" here is very broad: if you sat down next to that person on a train, you would know their name if they introduced themselves to you, and they would know your name.
- Multiple names count: for example, if the name is Johnson, and you know three Johnsons, you get three points.

Your score on this test should roughly represent how social you are. It's a simple way of estimating how many friends and acquaintances you have.

Gladwell gave this test to at least a dozen groups of people:

- One was a freshman World Civilizations class at City College in Manhattan. The students were all in their late teens or early twenties, many of them recent immigrants to American, of middle



VIDEO
AVAILABLE

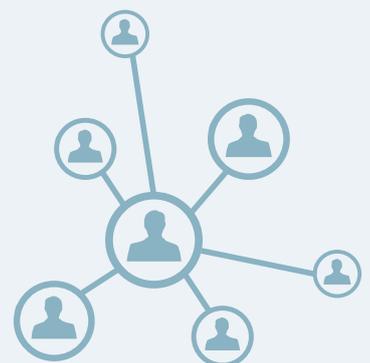
If you prefer you can watch this section on **YouTube**.



DEFINITION

A Connector...

a person who knows lots of people.

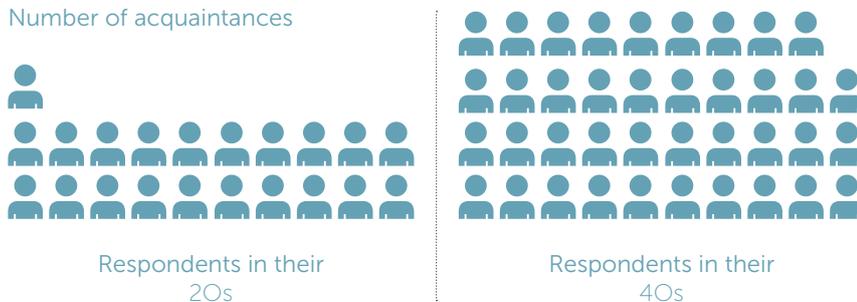


and lower income. The average score in that class was **20.96**, meaning that the average person in the class knew 21 people with the same last names as the people on his list.

- He also gave the test to a group of health educators and academics at a conference in Princeton New Jersey. This group was mostly in their 40s and 50s, largely white, highly educated, many had PhD's, and were predominantly upper income. Their average score was **39**.
- Then he gave the test to a relatively random sample of his friends and acquaintances, mostly journalists and professionals in their late 20s and 30s. The average score was **41**.

These results shouldn't be all that surprising. College students don't have as wide a circle of acquaintances as people in their 40s. It makes sense that between the age of 20 and 40 the number of people you know should roughly double. And that upper-income professionals should know more people than lower-income immigrants.

Number of acquaintances



In every group there was also quite a range between the highest and the lowest-scorers. That makes sense too ... real estate salesmen know more people than computer hackers. What was surprising, though, was how enormous that range was:

- In the college class, the low score was **2**, the high score was **95**.
- In a random sample, the low score was **9**, the high score was **118**.
- Even at the conference in Princeton, which was a highly homogenous group of people of similar age, education and income—who were all, with a few exceptions, in the same profession—the range was enormous. The lowest score was **16**. The highest score was **108**.
- All told, the test was given to about **400** people. Of those, there were two dozen or so scores under **20**, and eight over **90**, and four more over **100**.

Gladwell was surprised to find high scorers in every social group he looked at. The scores of the students at City College were less, on average, than adult scores. But even in that group there are people whose social circle is four or five times the size of other people's.

Sprinkled among every walk of life there are a handful of people with a truly extraordinary knack of making friends and acquaintances.

...they are Connectors!



SUMMARY

A **Connector** is not simply someone who knows a lot of people. **Connectors** use their network to connect other people to one another. For example, if they start talking to someone and find out something interesting, a **Connector** will do something to put that person in touch with somebody else they know who could help them pursue an interest, develop an idea, or fix a problem.

Connectors don't necessarily know lots of people well – there's a limit to the number of people we can call "friends" and keep up with in any meaningful way. Instead **Connectors** are walking databases of names and key information. They are walking social networks – like Facebook but without all the cat photos and baby videos.

Mavens

“Maven” is a Yiddish word meaning “connoisseur” or “expert”.

You might be an expert in wine, cookery, a particular TV programme, or a specific genre of music. But what turns you from knowing a lot about something into a **Maven** is your desire to tell others about it.

Now, there’s a big difference between someone who constantly goes on about their favourite topic and a Maven. The first type tells you all about their hobby whether you’re interested or not. You might react by pretending to be interested, or by trying to get away as quickly and politely as possible.

A Maven’s key characteristics are:

- they only tell you something if they are sure you will find it interesting. For example, if you’re looking for a new car, a **Maven** who knows about cars will pass on information they’ve read somewhere.
- A **Maven** doesn’t have to be an expert in the topic, they just have to have information about it. A **Maven** is the sort of person who absorbs information – they read a newspaper quickly and can tell you weeks later about an article they glanced at. They may not remember the detail, but they remember the key information and where they saw it, allowing you to follow up if you need to.
- **Mavens** rarely try to advise – they are not persuaders. They may give you information to correct a misconception, but rarely to try to change your mind.
- **Mavens** gain pleasure in passing on information that helps other people.

Salesmen

Salesmen (not a gender-specific term) are persuaders.

They help you identify a need you may not have realised you had, or help you solve a problem. The term **Salesmen** refers to the type of job these people often have, in advertising or marketing for example, or selling cars or phones. Unlike Mavens and Connectors, Salesmen often get paid to use their abilities. So a Salesman may try to convince you about something because they have something to gain from it rather than because they believe in it themselves. However, that doesn’t mean all Salesmen lack a sense of ethics – many with this skill stick to things they believe in.

A good Salesman doesn’t work by wearing you down. A good Salesman persuades others by taking complex ideas and breaking them down in to simple concepts. For example, buying a car is not easy so while a Maven might give you information to help you decide (things they’ve read about fuel efficiency, resale value or safety tests) a Salesman tries to identify the things you value or need in life. So they will steer a father to the car with lots of room for car seats, shopping and bikes. And they’ll steer a single young man to the car that will make them look successful and attractive. Doing it the other way around wouldn’t make sense and the customer would soon walk away. Salesmen, like connectors and mavens, make ideas “sticky”.



DEFINITION

A Maven...

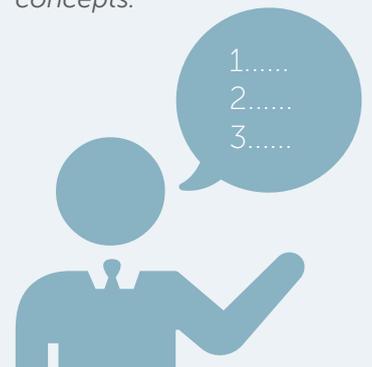
is an expert in, or is knowledgeable about, something – and tells people about it.



DEFINITION

A Salesman...

persuades others by taking complex ideas and breaking them down into simple concepts.



He gives an example of a college in the USA that tried to persuade students to be immunised against tetanus. They produced leaflets to inform students about the service, but without much success.

So they produced more leaflets with graphic images and worrying facts to try to scare people into getting their injections.

In the end, the college simply provided a map of how to find the clinic and its opening times.

The last approach worked because the others over-complicated something that was very simple: get yourself immunised!

The more complex the argument, the more difficult it was to process. When you tell someone *“if you don’t do this, terrible things will happen”* they tend to go into denial: *“That will never happen to me”* or they decide they don’t want to think about it.

But making something simple – *“Here’s the clinic and here’s when it’s open”* – makes the idea “sticky”.

So a salesman in advertising or sales takes an idea – *“buy an expensive car”* – and makes it simple to understand and easy to act on: *“protect your family and for only £200 a month”*.

A Salesman in everyday life sees that you have a need, and points you in the direction of a solution, explaining why it will help you.

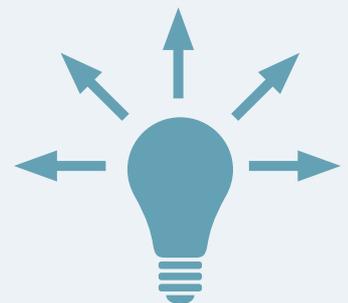
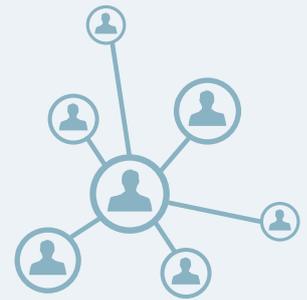
How Connectors, Mavens & Salespeople work together

Firstly, it’s not important that all three types of person work together to spread an idea. And if you read the descriptions above and thought *“I’m a bit of a Maven and a Salesman”* or even *“I’m none of those people”* that’s okay – the theory doesn’t mean a person is one type or another, and it doesn’t mean everyone falls into one of the categories.

You might want to read *The Tipping Point* for yourself as Gladwell gives a number of examples of how these people spread ideas, as well as other theories. Depending on the message or the issue, a different type of person could be useful at different times. So think about your project. If you’re just getting it off the ground, perhaps you need to find a Connector ... someone who will know someone who can help you with a specific issue like finding funding, or getting medical or educational advice. The person they connect you to may be a Maven ... someone who enjoys helping other people by passing on information.

But maybe your project is at the point where you want other people to know about it, so you need a Maven who, if they meet someone they think will be interested, will pass it on.

Or perhaps you’re at a stage where you need to convince other people that your idea is a good one, in which case you either need to find a Salesman to work on your behalf, or you need to learn the tricks of a Salesman and make your idea sticky.





QUIZ (JUST FOR FUN!)

WHICH ONE ARE YOU?

Let's try a simple test to see what type of person you might be. It's not scientific – just a bit of fun.

1

You hear about a conflict, disaster or virus that is causing problems in another country. Do you:

1. Read everything you can find about the issue so you can better understand the problem?
2. Contact your friends or family to tell them or ask them what is happening?
3. Start raising money or gathering a petition to help improve the situation and raise awareness?

2

You have a deadline looking for an assignment in school or college and you're stuck on the last question. Do you:

1. Search online, knowing that even if you miss the deadline you'll at least be better prepared for future?
2. Use Facebook, Twitter or direct communication to ask friends or family for advice and answers?
3. Persuade your teacher to give you extra time?

3

Someone asks you to lead a local project to convert a rundown building in to a community centre. What would you do first?

1. Find out what other organisations exist that could help you.
2. Ask friends or family for ideas of things you can do.
3. Contact local businesses to convince them that getting involved will help their image.

4

You have just bought a new mobile phone. Do you:

1. Spend a lot of time learning its different functions and tricks?
2. Tell everyone who follows you on Facebook or Twitter how wonderful it is?
3. Tell all your friends they should get one even if they don't think they need it.



SUMMARY

Think about the concept of mavens, connectors and salesmen, and about how you behave. You might be running your project because you want to tell other people about something, or get people together to solve a problem, or persuade other people to change the way they behave. Each motive suggests the person behind the project may be a particular type of person.

There are no right answers with this, and the quiz is really just for fun.

WHAT YOUR ANSWERS MEAN:

If you chose mainly: 1s – you might be a MAVEN
 2s – you might be a CONNECTOR
 3s – you might be a SALESMAN

If you chose different answers then you might not be a particular "type" or are good at lots of different things.

SIX DEGREES OF SEPARATION

A video of this section is available on [YouTube](#).

In this section we'll look at an interesting social experiment carried out several years ago in the USA, and what its findings tell us about how connected the world was even before the Internet.

An interesting experiment

In *The Tipping Point*, Gladwell tells us about a US research project where a man tried to get a parcel to a specific person somewhere else in the country. He didn't post the parcel; instead he gave it to someone he thought was most likely to be able to get it to its final destination by passing it onto someone else. They, in turn, should pass it on again.

The research question was:

How many people does it take to get the package to a specific person?

Imagine you had a letter that you wanted to get to one of the people below:

- The Pope
- The President of the United States
- A teacher in Yorkshire, England
- An Imam in a village near Islamabad
- Queen Elizabeth II
- A fisherman in Anse La Ray, St Lucia
- The head gardener at the Botanic Gardens in Singapore

Who could you give it to so that it moves one step closer? The person you give it to should be someone you know:

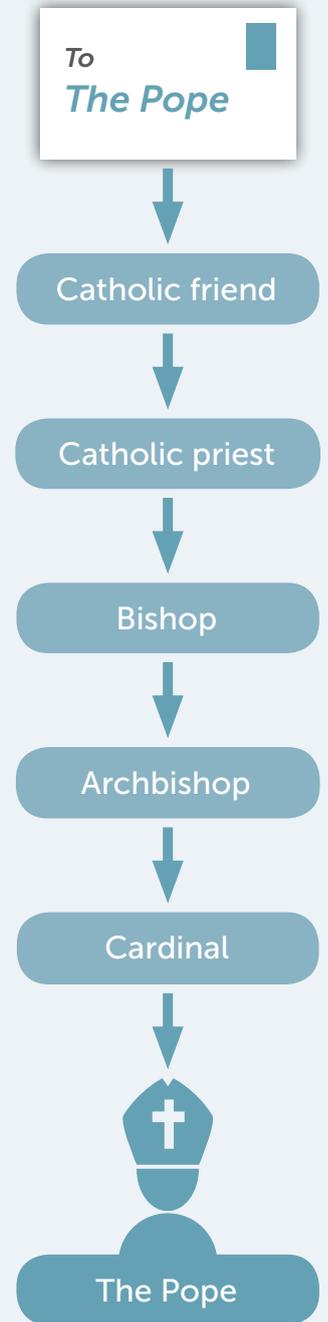
For example, if you wanted to get a letter hand delivered to The Pope you might give it to your local Catholic Priest, or a Catholic friend. If you don't know any Catholics, or live in an area where there are Catholics, perhaps you give it to your Rabbi, your Imam, or to a Jewish or Muslim friend to pass to their Rabbi or Imam.

That person then passes it on to someone they know who can pass it on. So if you gave the letter to your local Catholic Priest, they might pass it to their Bishop, who passes it on to their Archbishop, who passes it to their Cardinal, who passes it to the Pope. That's five steps.

If you started by passing it to a Catholic friend first, that's six steps.



EXAMPLE



REFLECTION

Try this exercise with one of the other examples.

How many steps does it take?

The Magic Number

The researcher found that the most number of steps it took to get his package to the other person was six.

From this developed the “**six degrees of separation**”. According to the theory, we are all no more than six steps apart from one another. You can get a message to a complete stranger in six steps, and you can contact the most important people in the world in just six steps too.



Why It's Important

It makes you realise how easy it is to get in touch with people who can help you. Do you need help finding finance for your project? You might not know someone who can help you, but you know someone who knows someone, and so on.

Let's say you're developing a project that helps people grow plants in arid conditions, and you'd like some advice on what types of plants work best. You could look it up online or, you could contact the head gardener at the Botanic Gardens in Singapore or Cambridge, or anywhere in the world.

Of course, they might be very busy and you might think:

Why would they help me?

One of the key points about “six degrees of separation” is that you receive some form of introduction. Want to ask an expert about something? Ask a mutual acquaintance to connect you.

In the Networks for Change module, we'll talk more about networking, and provide some more tools for boldly reaching out to the people who can help you move your project forward.



SUMMARY

The core idea is important: you basically know everyone through your own circle of friends and family – so never say you don't know who to speak to about something!

TAKE THE DONUTS

In her book *The Art of Asking*, Amanda Palmer discusses the example of the author Henry David Thoreau. Thoreau is celebrated as a loner genius who isolated himself in a cabin by a lake, where he lived a life of self-reliance, to write his masterpiece, *Walden*.

Palmer points out (and others have before her):

"Thoreau wrote in painstaking detail about how he chose to remove himself from society to live "by his own means" in a little 10-foot x 15-foot hand-hewn cabin on the side of a pond.

What he left out of Walden, though, was the fact that the land he built on was borrowed from his wealthy neighbour; that his pal Ralph Waldo Emerson had him over for dinner all the time; and that every Sunday, Thoreau's mother and sister brought over a basket of freshly-baked goods for him, including donuts.

The idea of Thoreau gazing thoughtfully over the expanse of transcendental Walden Pond, a bluebird alighting onto his threadbare shoe, all the while eating donuts that his mom brought him just doesn't jibe with most people's picture of him of a self-reliant, noble, marrow-sucking back-to-the-woods folk-hero."

From this she coins the phrase "take the donuts" – don't be self-reliant, make use of the people around you, and the people around those people who are able to give you a helping hand simply because they can.

Think about the botanist. It isn't a huge demand to ask someone if they will pass a message on to somebody else, or introduce you. In the experiment with the packages, people had to physically carry a package to someone, or pay for it to be posted. Imagine that same experiment conducted via email, Twitter or Facebook...

Palmer continues:

"Taking the donuts is hard for a lot of people.

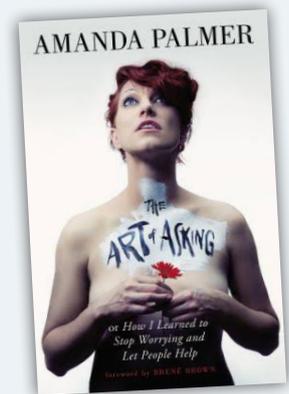
It's not the act of taking that's so difficult, it's more the fear of what other people are going to think when they see us slaving away at our manuscript about the pure transcendence of nature and the importance of self-reliance and simplicity, while munching on someone else's donut.

Maybe it comes back to that same old issue: we just can't see what we do as important enough to merit the help, the love.

Try to picture getting angry at Einstein devouring a donut brought to him by his assistant, while he sat slaving on the Theory of Relativity. Try to picture getting angry at Florence Nightingale for snacking on a donut while taking a break from tirelessly helping the sick.

To the artists, creators, scientists, non-profit-runners, librarians, strange-thinkers, start-uppers and inventors, to all people everywhere who are afraid to accept the help, in whatever form it's appearing:

Please, take the donuts!"



“

Taking the donuts is hard for a lot of people...

To the artists, creators, scientists, non-profit-runners, librarians, strange-thinkers, start-uppers and inventors, to all people everywhere who are afraid to accept the help, in whatever form it's appearing:

Please, take the donuts!

”



ACTIVITY 2

YOUR CIRCLE OF INFLUENCE

Who are the people who made you who you are?

Write a list of the most important people in your life who have had an influence on who you are today.

Add a few lines about them:

What were/are they like?

How did they affect you?

Did you influence them in turn?

1. Draw a circle with you in the centre.
2. Get your cultural geography map from the Starting Out module and add the people on your list.
3. Add in any connections they have that are important to you (for example, your best friend may know a local politician).

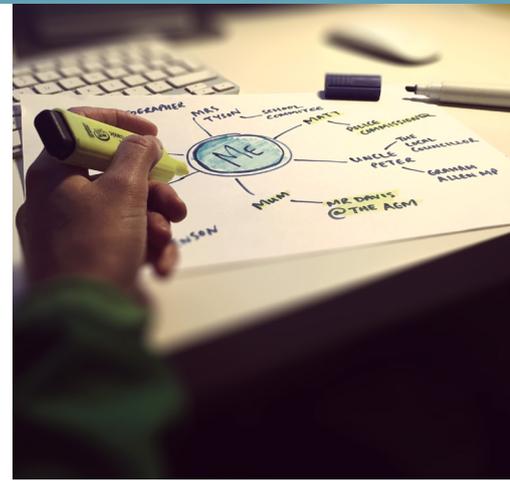
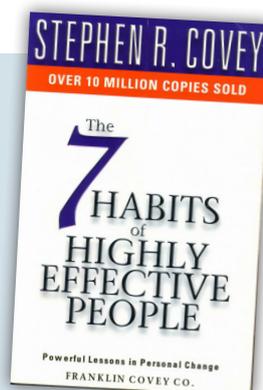
This is your Circle of Influence and you will come back to it as the course progresses.



FURTHER READING

If you are interested in learning more about the Circle of Influence have a look at Steven Covey's world best-selling book.

It's now available online (with free tools): [*The Seven Habits of Highly Effective People*](#).



REFLECTION

1. Describe the different qualities of Connectors, Mavens and Salesmen.
2. Try to identify times recently where you have acted in one of these roles, or encountered someone who has been one with you.
3. Thinking about your project and what stage you're at, are you most in need of a Connector, a Maven, or a Salesman? How do you think they can help you?
4. Remind yourself about the idea of "the stickiness factor" in the section on Salesmen. How could you describe your project, or what it offers, in a way that makes it easy to use or understand?



Part 2

Convincing Others to Follow You



I believe that leadership is:

“

Listening and active participation as well as helping other believe in themselves.

”

Joannes Paulus,
Cameroon

Part 2

CONVINCING OTHERS TO FOLLOW YOU

WELCOME TO PART 2

In this section we'll look at how you can present a convincing argument to others.

This activity involves lots of thinking and writing on post-it notes. You'll need post-its or index cards, and a wall...

In the video I send you off to watch two other videos, and links are on the text/video and on the appropriate pages.

Or you can read the transcripts in the appendices.



VIDEO
AVAILABLE

There's a video available
on **YouTube**

THE ART OF RHETORIC

You may have heard the word "**rhetoric**" used before. It's often employed in a negative way: a politician will be accused of rhetoric if someone disagrees with what they are saying, or thinks it isn't backed up by evidence.

But the correct meaning of the word is generally more positive.

Rhetoric is the art of using language in a way that informs or persuades.



You may have heard some persuasive speakers, or read books or articles that have made you reconsider your opinion about something, or deepened your support for a particular cause.

Understanding the things that make something persuasive is a good way of thinking about the way you talk or write about the things that are important to you.



DEFINITION

Rhetoric...

is the art of using language in a way that informs or persuades.

THE THREE KEY INGREDIENTS

The Greek philosopher Aristotle wrote a famous treatise on rhetoric nearly 2,300 years ago. Today, it's still recognised as the most important document on the subject.

Aristotle identified three key ingredients for effective rhetoric:

1. **Ethos** – the credibility of the speaker or writer
2. **Pathos** – the emotional power of the speaking or writing.
3. **Logos** – the intellectual credibility of the argument



Ethos – Appeal to Character

Ethos gives us the English word “ethical” and in rhetoric it means “credibility”.

If the person who is talking to us clearly knows what they are talking about, they have credibility and we are more likely to be swayed by them.

Credibility can come from a number of sources: you can be an expert in something because you have studied it for a long time, or because you have lived it.

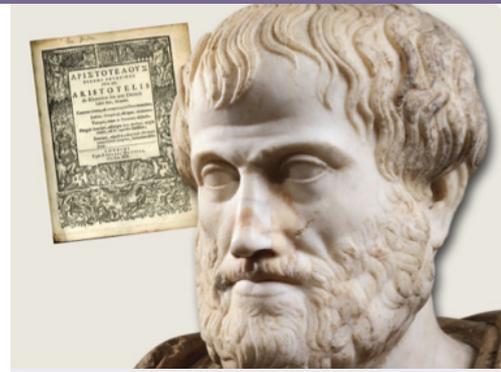
Pathos – Appeal to Emotion

Pathos, like ethos, is a word that exists today in the English language. *The Oxford English Dictionary* provides various definitions involving words like sadness, sympathy, pity and empathy.

In rhetorical terms, pathos relates to emotion. Someone with pathos can convey emotion, whether it be joy, anger, frustration or sadness.

Logos – Appeal to Reason

Logos means “word” in ancient Greek and it's where we get the English word “logic”. We tend to be persuaded by logical arguments, particularly when supported by data and facts (especially if we can understand them).



Ethos

“As a doctor, I am qualified to tell you that this course of treatment will likely generate the best results.”

Pathos

“There’s no price that can be placed on peace of mind. Our advanced security systems will protect the well-being of your family so that you can sleep soundly at night.”

Logos

“He has a track record of success with this company, culminating in some of our most acclaimed architecture to date and earning us Firm of the Year nine times in a row.”

The above are from yourdictionary.com and there are many more to read there too.



A surgeon might be an expert in what makes the heart work, but only someone who has had a heart attack can tell you what it feels like. Both have credibility in their subject.

EMPLOYING LOGOS, ETHOS AND PATHOS TO PERSUADE

You might think the key to a persuasive presentation is to employ a lot of facts and figures. But on their own, these mean little to people.

Numbers are difficult to grasp when divorced from their context; we're more likely to donate money towards disaster relief by hearing the story of a single survivor than by being told how many thousands of people were suffering. And if that story were told by someone who had witnessed or experienced the disaster first hand, then it would be even more persuasive.

If you watch a good presenter, chances are they employ all three of these aspects. They give you facts and evidence, they exude credibility, and they connect it all together with emotions. The way they do this is through stories.

So if you want to persuade someone to support your project you need to do three things: you need some evidence (facts, numbers, quotations), you need credibility (what makes *you* an expert?), and you need a story either about someone else or about yourself.



RHETORIC IN ACTION

To get a good idea of how these three ingredients work, take a look at the examples below.

Amanda Palmer

This is another TED Talk by the singer/songwriter Amanda Palmer (who we referred to in "How Ideas Spread"). The talk is called The Art of Asking and in it Amanda explores the subject of asking strangers to help you, and faith in the generosity and support of others.



If you can't watch the talk, the **transcript** will give you a good idea about what we are talking about too...it's pretty moving, heart-warming, and inspirational.



REFLECTION

If you can, watch the talk by Amanda Palmer and make notes on the following points:

1. How credible is Amanda? What right does she have to be talking about asking people for help?
2. What evidence does Amanda have to back up her argument? Or is it all just her opinion?
3. How does her speech make you feel? Does it leave you untouched? Sad? Angry? Amused? Anything else? If it does leave an emotional mark on you, does this work for or against her argument?

QYLP x TED

Now choose one of the following TEDx Talks and answer the questions to the right.

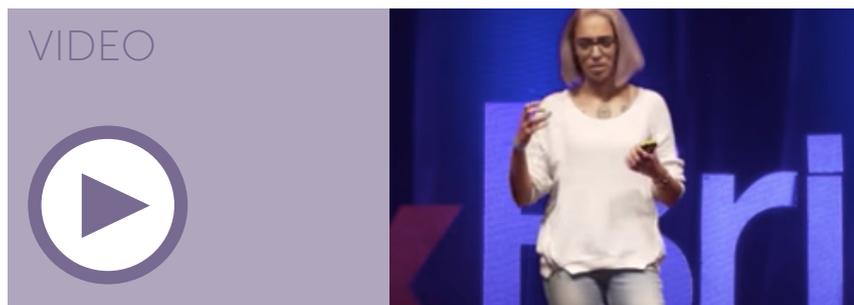
TEDx Talk by Lia Nicholson, a 2017 Queen's Young Leader from Antigua & Barbuda. Read the **transcript** in the Appendices.



TEDx Talk by Whitney Iles from the United Kingdom, one of the Queen's Young Leaders in 2015. Read the **transcript** in the Appendices.



Then watch her **TED talk from 2017**, what do you notice about her credibility and speaking style?



TEDx Talk by PJ Cole from Sierra Leone one of the Queen's Young Leaders Award Winners in 2015. Read the **transcript** in the Appendices.



REMEMBER

The speakers identified a problem and then decided to do something about it.

These people are not performers like Amanda Palmer, so may not have been used to appearing in front of a large crowd, but their talks are still inspiring.



REFLECTION

Watch (or read) one of the talks now and once again answer the following questions:

1. How credible is the speaker? Do they have any experience with the problem they describe? In what way?
2. What evidence do they use?
3. Does their talk affect you emotionally? Does that help or hinder their case?

ADDITIONAL CONTENT

A number of Queen's Young Leaders have presented inspiring TEDx talks.

Check them out *here*.

BUILDING YOUR CREDIBILITY

I'm going to walk you through a process now to help you build a story that uses the rhetorical principles I described earlier.

We're going to establish your credibility, provide some evidence (you probably have lots of this already), and try to add some emotion.

As you go through each section, jot down notes – just bullet points for now. I want you to spend the whole week thinking about each of these aspects.

We're coming full circle now. Remember how we started off talking about how the key to getting people interested in you or your idea was to tell a story? And that an important aspect of that was having a "hero", a central character the readers or listeners could support?

This is the **ethos** described earlier. It is the **credibility** that helps people say, "This young person knows what they are talking about."

Now comes the time to bring together everything that you've done over this module.



This is where you provide the facts to underpin your story. Where you can, you need to provide references – so make a note of where you got the information from and make sure the references are, in turn, credible. For example, instead of quoting a blog, find out where the blogger got their data from and visit the source yourself to make sure you're using it correctly.

Chances are, the emotion is already in your story – you shouldn't need to create it. But sometimes a story can be very dry, or be about something that your audience can't connect with. For example, they may never have experienced famine. But they have experienced hunger. They're not the same thing at all, but you could say, "Remember the last time you skipped a meal and you had to go through the day feeling hungry? Remember how you felt: how difficult it was to concentrate, and how the hunger gnawed at you. Now imagine that ten times worse...and every single day. That's not even close to how real hunger feels."

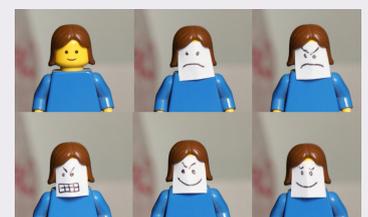
Adding emotion like this isn't cynical or exploitative. You may feel uncomfortable with it, and say something like, "The data should tell the story". But data doesn't get followers and supporters. When was the last time you read a novel or watched a movie that was simply a list of facts and figures?



Establish your credibility



Use your evidence



Add emotion, if you need to



ACTIVITY 3

TELLING YOUR STORY WITH LOGOS, ETHOS, AND PATHOS

Revisit your timeline from the Starting Out module and consider if you are telling your story through the lens of logos, ethos and pathos. Jot down ideas for better incorporating these three key ingredients in response to the points made and questions asked in this week's content.

Start being as visual as you can with your notes. Get them out of your head or your notebook and onto a wall. Create a mind map, or write thoughts on post-it notes or index cards, then put them somewhere you will constantly see them. Move them around, and rewrite them.

If you can – and this is really useful – invite a friend, family member, or even a stranger to look at your notes as you explain what you're doing. Encourage them to ask you questions, and use their questions to revise your notes.

Lastly, share your learning journey – ask colleagues and friends for feedback. Share your thoughts and questions. The more people you get feedback from, the better your story will be.



REMEMBER

If you want to record your post-its in a more dynamic way than a plain photo, try the *post-it app* or other similar apps.



RECOMMENDED READING

***Resonate* by Nancy Duarte**

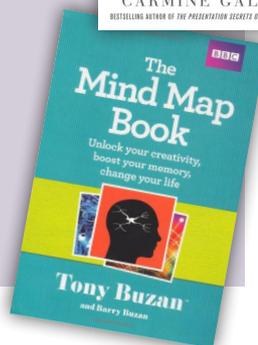
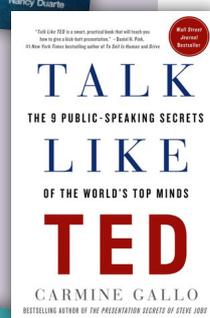
This is a great book about using story structures to craft your message. I strongly recommend it.

***Talk Like TED* by Carmine Gallo**

A very interesting book that takes apart some of the best TED Talks and works out why they are so successful. Includes more on rhetoric.

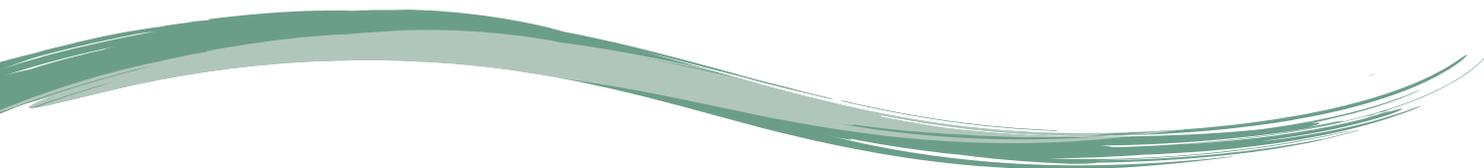
***The Mind Map Book* by Tony Buzan**

A useful primer on how to create really effective mind maps for visual thinking. I've used this with students for years and those who get into it swear by it.





Assignment



Assignment

We've given you a choice of two activities that will bring everything from Parts 1 and 2 together.



TASK A: CHECK YOUR "ABOUT ME"

In your Starting Out assignment you created an about me note describing why you're doing what you're doing.



Having worked through this module, how would you improve it?

Make sure you consider the three ingredients of **rhetoric** that were discussed earlier in this module:

- Are you demonstrating your **authenticity**?
- Are you conveying the **emotion** (and remember – even if your project relates to something sad or unfortunate, there may be a positive way of describing it)?
- What **evidence** are you using to back up your story?

Make sure it is clear, and that you link to your sources.

Can you add a short video message from you, or from someone in your project? Remember, this page is "About Me"!

OR... you can complete Task B on the next page....



WHEN YOU'RE READY

When you've created your page, ask friends or family for feedback.



TASK B: A PRESENTATION

Create a short (five minute) presentation about yourself.

Follow the same formula as for Task A above, but pay attention to how you present your story. There must be no bullet points!

Try to avoid text except for a few words. Use pictures where you can. It might be worth looking at some of the books that were recommended about presentations.

You might want to consider:

1. Apple Keynote or Powerpoint (which you may have on your computer, but it's also available free online at [icloud.com](https://www.icloud.com) and works on Mac and Windows through your browser.
2. **Google Slides** which is also free.

Record yourself giving your presentation if you can, or post it to **Slideshare.net** along with notes of what you would say.





Appendices



APPENDIX 1

TEDx TALK: HOW GREAT LEADERS INSPIRE ACTION

Simon Sinek



VIDEO
AVAILABLE

Below is a transcript of Simon Sinek's talk at TEDxPuget Sound 2009.

How do you explain when things don't go as we assume? Or better, how do you explain when others are able to achieve things that seem to defy all of the assumptions? For example:

Why is Apple so innovative? Year after year, after year, after year, they're more innovative than all their competition. And yet, they're just a computer company. They're just like everyone else. They have the same access to the same talent, the same agencies, the same consultants, and the same media. Then why is it that they seem to have something different?

Why is it that Martin Luther King led the Civil Rights Movement? He wasn't the only man who suffered in a pre-civil rights America, and he certainly wasn't the only great orator of the day. Why him?

And why is it that the Wright brothers were able to figure out controlled, powered man flight when there were certainly other teams who were better qualified, better funded ... and they didn't achieve powered man flight, and the Wright brothers beat them to it.

There's something else at play here. About three and a half years ago I made a discovery. And this discovery profoundly changed my view on how I thought the world worked, and it even profoundly changed the way in which I operate in it. As it turns out, there's a pattern. As it turns out, all the great and inspiring leaders and organizations in the world – whether it's Apple or Martin Luther King or the Wright brothers – they all think, act and communicate the exact same way. And it's the complete opposite to everyone else. All I did was codify it, and it's probably the world's simplest idea. I call it the Golden Circle. Why? How? What?

This little idea explains why some organizations and some leaders are able to inspire where others aren't. Let me define the terms really quickly. Every single person, every single organization on the planet knows what they do, 100 per cent. Some know how they do it, whether you call it your differentiated value proposition or your proprietary process or your USP. But very, very few people or organizations know why they do what they do. And by "why" I don't mean "to make a profit." That's a result. It's always a result. By "why," I mean: What's your purpose? What's your cause? What's your belief? Why does your organization exist? Why do you get out of bed in the morning? And why should anyone care? Well, as a result, the way we think, the way we act, and the way we communicate is from the outside in. It's obvious. We go from the clearest thing to the fuzziest thing. But the inspired leaders and the inspired organizations – regardless of their size, regardless of their industry – all think, act and communicate from the inside out.



Let me give you an example. I use Apple because they're easy to understand and everybody gets it. If Apple were like everyone else, a marketing message from them might sound like this: "We make great computers. They're beautifully designed, simple to use and user friendly. Want to buy one?" "Meh." And that's how most of us communicate. That's how most marketing is done, that's how most sales is done and that's how most of us communicate interpersonally. We say what we do, we say how we're different or how we're better and we expect some sort of a behaviour, a purchase, a vote, something like that. Here's our new law firm: We have the best lawyers with the biggest clients, we always perform for our clients who do business with us. Here's our new car: It gets great gas mileage, it has leather seats, buy our car. But it's uninspiring! Here's how Apple actually communicates.

"Everything we do, we believe in challenging the status quo. We believe in thinking differently. The way we challenge the status quo is by making our products beautifully designed, simple to use and user friendly. We just happen to make great computers. Want to buy one?"

Totally different, right? You're ready to buy a computer from me. All I did was reverse the order of the information. What it proves to us is that people don't buy what you do; people buy why you do it.

This explains why every single person in this room is perfectly comfortable buying a computer from Apple. But we're also perfectly comfortable buying an MP3 player from Apple, or a phone from Apple, or a DVR from Apple. But, as I said before, Apple's just a computer company. There's nothing that distinguishes them structurally from any of their competitors. Their competitors are all equally qualified to make all of these products. In fact, they tried. A few years ago, Gateway came out with flat screen TVs. They're eminently qualified to make flat screen TVs. They've been making flat screen monitors for years. Nobody bought one. Dell came out with MP3 players and PDAs, and they make great quality products, and they can make perfectly well-designed products – and nobody bought one. In fact, talking about it now, we can't even imagine buying an MP3 player from Dell. Why would you buy an MP3 player from a computer company? But we do it every day. People don't buy what you do; they buy why you do it.

The goal is not to do business with everybody who needs what you have. The goal is to do business with people who believe what you believe. Here's the best part: None of what I'm telling you is my opinion. It's all grounded in the tenets of biology. Not psychology, biology. If you look at a cross-section of the human brain, looking from the top down, what you see is the human brain is actually broken into three major components that correlate perfectly with the Golden Circle. Our newest brain, our homo sapien brain, our neocortex, corresponds with the "what" level. The neocortex is responsible for all of our rational and analytical thought and language. The middle two sections make up our limbic brains, and our limbic brains are responsible for all of our feelings, like trust and loyalty. It's also responsible for all human behavior, all decision-making, and it has no capacity for language. In other words, when we communicate from the outside in, yes, people can understand vast amounts of complicated information like features and benefits and facts and figures. It just doesn't drive behavior. When we can communicate from the inside out, we're talking directly to the part of the brain that controls behavior, and then we allow people to rationalize it with the tangible things we say and do. This is where gut decisions come from. You know, sometimes you can give somebody all the facts and figures, and they say, "I know what all the facts and details say, but it just doesn't feel right." Why would we use that verb, it doesn't "feel" right?

Because the part of the brain that controls decision-making doesn't control language. And the best we can muster up is, "I don't know. It just doesn't feel right." Or sometimes you say you're leading with your heart, or you're leading with your soul. Well, I hate to break it to you, those aren't other body parts controlling your behavior. It's all happening here in your limbic brain, the part of the brain that controls decision-making and not language.

But if you don't know why you do what you do, and people respond to why you do what you do, then how will you ever get people to vote for you, or buy something from you, or, more importantly, be loyal and want to be a part of what it is that you do. Again, the goal is not just to sell to people who need what you have; the goal is to sell to people who believe what you believe. The goal is not just to hire people who need a job; it's to hire people who believe what you believe. I always say that, you know, if you hire people just because they can do a job, they'll work for your money, but if you hire people who believe what you believe, they'll work for you with blood and sweat and tears.

And nowhere else is there a better example of this than with the Wright brothers. Most people don't know about Samuel Pierpont Langley.

Back in the early 20th Century, the pursuit of powered man flight was like the dot com of the day. Everybody was trying it. And Samuel Pierpont Langley had, what we assume, to be the recipe for success. I mean, even now, you ask people, "Why did your product or why did your company fail?" and people always give you the same permutation of the same three things: under-capitalized, the wrong people, bad market conditions. It's always the same three things, so let's explore that.

Samuel Pierpont Langley was given \$50,000 by the US War Department to figure out this flying machine. Money was no problem. He held a seat at Harvard and worked at the Smithsonian and was extremely well-connected. He knew all the big minds of the day. He hired the best minds money could find, and the market conditions were fantastic. The New York Times followed him around everywhere, and everyone was rooting for Langley. Then how come we've never heard of Samuel Pierpont Langley?

A few hundred miles away in Dayton Ohio, Orville and Wilbur Wright, they had none of what we consider to be the recipe for success. They had no money; they paid for their dream with the proceeds from their bicycle shop; not a single person on the Wright brothers' team had a college education, not even Orville or Wilbur; and The New York Times followed them around nowhere. The difference was, Orville and Wilbur were driven by a cause, by a purpose, by a belief. They believed that if they could figure out this flying machine, it'll change the course of the world.

Samuel Pierpont Langley was different. He wanted to be rich, and he wanted to be famous. He was in pursuit of the result. He was in pursuit of the riches. And lo and behold, look what happened. The people who believed in the Wright brothers' dream worked with them with blood and sweat and tears. The others just worked for the paycheck. And they tell stories of how every time the Wright brothers went out, they would have to take five sets of parts, because that's how many times they would crash before they came in for supper. And, eventually, on December 17th, 1903, the Wright brothers took flight, and no one was there to even experience it. We found out about it a few days later.

And further proof that Langley was motivated by the wrong thing: The day the Wright brothers took flight, he quit. He could have said, "That's an amazing discovery, guys, and I will improve upon your technology," but he didn't. He wasn't first, he didn't get rich, he didn't get famous so he quit.

People don't buy what you do; they buy why you do it. And if you talk about what you believe, you will attract those who believe what you believe. But why is it important to attract those who believe what you believe? Something called the Law of Diffusion of Innovation, and if you don't know the law, you definitely know the terminology. The first 2.5 percent of our population are our innovators. The next 13.5 percent of our population are our early adopters. The next 34 percent are your early majority, your late majority and your laggards. The only reason these people buy touch-tone phones is because you can't buy rotary phones anymore. We all sit at various places at various times on this scale, but what the Law of Diffusion of Innovation tells us is that if you want mass-market success or mass-market acceptance of an idea, you cannot have it until you achieve this tipping point between 15 and 18 percent market penetration, and then the system tips. And I love asking businesses, "What's your conversion on new business?" And they love to tell you, "Oh, it's about 10 percent," proudly. Well, you can trip over 10 percent of the customers. We all have about 10 percent who just "get it." That's how we describe them, right? That's like that gut feeling, "Oh, they just get it."

The problem is: How do you find the ones that get it before you're doing business with them versus the ones who don't get it? So it's this here, this little gap that you have to close, as Jeffrey Moore calls it, "Crossing the Chasm" – because, you see, the early majority will not try something until someone else has tried it first. And these guys, the innovators and the early adopters, they're comfortable making those gut decisions. They're more comfortable making those intuitive decisions that are driven by what they believe about the world and not just what product is available. These are the people who stood in line for six hours to buy an iPhone when they first came out, when you could have just walked into the store the next week and bought one off the shelf. These are the people who spent \$40,000 on flat screen TVs when they first came out, even though the technology was substandard. And, by the way, they didn't do it because the technology was so great; they did it for themselves. It's because they wanted to be first.

People don't buy what you do; they buy why you do it and what you do simply proves what you believe. In fact, people will do the things that prove what they believe. The reason that person bought the iPhone in the first six hours, stood in line for six hours, was because of what they believed about the world, and how they wanted everybody to see them: They were first. People don't buy what you do; they buy why you do it. So let me give you a famous example, a famous failure and a famous success of the Law of Diffusion of Innovation.

First, the famous failure. It's a commercial example. As we said before, a second ago, the recipe for success is money and the right people and the right market conditions, right? You should have success then.

Look at TiVo. From the time TiVo came out about eight or nine years ago to this current day, they are the single highest-quality product on the market, hands down, there is no dispute. They were extremely well-funded. Market conditions were fantastic. I mean, we use TiVo as verb. I TiVo stuff on my piece of junk Time Warner DVR all the time. But TiVo's a commercial failure. They've never made money. And when they went IPO, their stock was at about \$30 or \$40, and

then plummeted, and it's never traded above \$10. In fact, I don't think it's even traded above \$6, except for a couple of little spikes. Because you see, when TiVo launched their product they told us all what they had. They said, "We have a product that pauses live TV, skips commercials, rewinds live TV and memorizes your viewing habits without you even asking." And the cynical majority said, "We don't believe you. We don't need it. We don't like it. You're scaring us." What if they had said, "If you're the kind of person who likes to have total control over every aspect of your life, boy, do we have a product for you. It pauses live TV, skips commercials, memorizes your viewing habits, etc., etc." People don't buy what you do; they buy why you do it, and what you do simply serves as the proof of what you believe.

Now let me give you a successful example of the Law of Diffusion of Innovation.

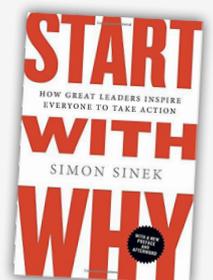
In the summer of 1963, 250,000 people showed up on the mall in Washington to hear Dr. King speak. They sent out no invitations, and there was no website to check the date. How do you do that? Well, Dr. King wasn't the only man in America who was a great orator. He wasn't the only man in America who suffered in a pre-civil rights America. In fact, some of his ideas were bad. But he had a gift. He didn't go around telling people what needed to change in America. He went around and told people what he believed. "I believe, I believe, I believe," he told people. And people who believed what he believed took his cause, and they made it their own, and they told people. And some of those people created structures to get the word out to even more people. And lo and behold, 250,000 people showed up on the right day at the right time to hear him speak. How many of them showed up for him? Zero. They showed up for themselves. It's what they believed about America that got them to travel in a bus for eight hours to stand in the sun in Washington in the middle of August. It's what they believed, and it wasn't about black versus white: 25 percent of the audience was white. Dr. King believed that there are two types of laws in this world: those that are made by a higher authority and those that are made by man. And not until all the laws that are made by man are consistent with the laws that are made by the higher authority will we live in a just world. It just so happened that the Civil Rights Movement was the perfect thing to help him bring his cause to life. We followed, not for him, but for ourselves. And, by the way, he gave the "I have a dream" speech, not the "I have a plan" speech. Listen to politicians now, with their comprehensive 12-point plans. They're not inspiring anybody. Because there are leaders and there are those who lead. Leaders hold a position of power or authority, but those who lead inspire us. Whether they're individuals or organizations, we follow those who lead, not because we have to, but because we want to. We follow those who lead, not for them, but for ourselves. And it's those who start with "why" that have the ability to inspire those around them or find others who inspire them.

Thank you very much.



FURTHER READING

In 2009, Sinek wrote a book on the same subject: *Start With Why: How Great Leaders Inspire Everyone to Take Action* (2009).



APPENDIX 2

TED TALK: THE ART OF ASKING

Amanda Palmer



VIDEO
AVAILABLE

Below is a transcript of Amanda Palmer's talk at TED2013.

I didn't always make my living from music. For about the five years after graduating from an upstanding liberal arts university, this was my day job. I was a self-employed living statue called the 8-Foot Bride, and I love telling people I did this for a job, because everybody always wants to know, who are these freaks in real life? Hello! I painted myself white one day, stood on a box, put a hat or a can at my feet, and when someone came by and dropped in money, I handed them a flower and some intense eye contact. And if they didn't take the flower, I threw in a gesture of sadness and longing as they walked away.

I had the most profound encounters with people, especially lonely people who looked like they hadn't talked to anyone in weeks, and we would get this beautiful moment of prolonged eye contact being allowed in a city street, and we would sort of fall in love a little bit. And my eyes would say, "Thank you. I see you." And their eyes would say, "Nobody ever sees me. Thank you."

I would get harassed sometimes. People would yell at me from their cars. "Get a job!" And I'd be, like, "This is my job." But it hurt, because it made me fear that I was somehow doing something un-joblike and unfair, shameful. I had no idea how perfect a real education I was getting for the music business on this box. And for the economists out there, you may be interested to know I actually made a pretty predictable income, which was shocking to me given I had no regular customers, but pretty much \$60 on a Tuesday, \$90 on a Friday. It was consistent.

And meanwhile, I was touring locally and playing in nightclubs with my band, the Dresden Dolls. This was me on piano, and a genius drummer. I wrote the songs, and eventually we started making enough money that I could quit being a statue, and as we started touring, I really didn't want to lose this sense of direct connection with people, because I loved it. So after all of our shows, we would sign autographs and hug fans and hang out and talk to people, and we made an art out of asking people to help us and join us, and I would track down local musicians and artists and they would set up outside of our shows, and they would pass the hat, and then they would come in and join us onstage, so we had this rotating smorgasbord of weird, random circus guests.

And then Twitter came along, and made things even more magic, because I could ask instantly for anything anywhere. So I would need a piano to practise on, and an hour later I would be at a fan's house. (shows image) This is in London. People would bring home-cooked food



to us all over the world backstage and feed us and eat with us. (shows image) This is in Seattle. Fans who worked in museums and stores and any kind of public place would wave their hands if I would decide to do a last-minute, spontaneous, free gig. (shows image) This is a library in Auckland. On Saturday I tweeted for this crate and hat, because I did not want to schlep them from the East Coast, and they showed up care of this dude, Chris from Newport Beach, who says "hello". I once tweeted, "Where in Melbourne can I buy a neti-pot?" And a nurse from a hospital drove one right at that moment to the cafe I was in, and I bought her a smoothie and we sat there talking about nursing and death.

I love this random closeness, which is lucky, because I do a lot of couch-surfing: in mansions where everyone in my crew gets their own room but there's no wireless; and in punk squats, everyone on the floor in one room with no toilets but with wireless, clearly making it the better option.

My crew once pulled our van up to a really poor Miami neighborhood and we found out that our couch-surfing host was an 18-year-old girl, still living at home, and her family were all undocumented immigrants from Honduras. And that night, her whole family took the couches and she slept together with her mom so that we could take their beds. I lay there thinking, these people have so little. Is this fair? And in the morning, her mom taught us how to try to make tortillas and wanted to give me a Bible, and she took me aside and she said to me in her broken English, "Your music has helped my daughter so much. Thank you for staying here. We're all so grateful." And I thought, this is fair. This is this.

A couple months later, I was in Manhattan, and I tweeted for a crash pad, and at midnight, I'm ringing a doorbell on the Lower East Side, and it occurs to me I've never actually done this alone. I've always been with my band or my crew. Is this what stupid people do? Is this how stupid people die? And before I can change my mind, the door busts open. She's an artist. He's a financial blogger for Reuters, and they're pouring me a glass of red wine and offering me a bath, and I have had thousands of nights like that and (shows image) like that.

So I couch-surf a lot. I also crowd-surf a lot. I maintain couch-surfing and crowd-surfing are basically the same thing. You're falling into the audience and you're trusting each other. I once asked an opening band of mine if they wanted to go out into the crowd and pass the hat to get themselves some extra money, something that I did a lot. And as usual, the band was psyched, but there was this one guy in the band who told me he just couldn't bring himself to go out there. It felt too much like begging to stand there with the hat. And I recognized his fear of, "Is this fair?" and, "Get a job."

Meanwhile, my band is becoming bigger and bigger. We signed with a major label. Our music is a cross between punk and cabaret. It's not for everybody. Well, maybe it's for you. We sign, and there's all this hype leading up to our next record. And it comes out and it sells about 25,000 copies in the first few weeks, and the label considers this a failure.

I was like, "25,000, isn't that a lot?"

They were like, "No, the sales are going down. It's a failure." And they walk off.

Right at this same time, I'm signing and hugging after a gig, and a guy comes up to me and hands me a \$10 bill, and he says, "I'm sorry, I burned your CD from a friend. But I read your blog, I know you hate your label. I just want you to have this money."

And this starts happening all the time. I become the hat after my own gigs, but I have to physically stand there and take the help from people, and unlike the guy in the opening band, I've actually had a lot of practice standing there. Thank you.

This is the moment I decide I'm just going to give away my music for free online whenever possible, so it's like Metallica over here, Napster, bad; Amanda Palmer over here, and I'm going to encourage torrenting, downloading, sharing, but I'm going to ask for help, because I saw it work on the street. So I fought my way off my label and for my next project with my new band, the Grand Theft Orchestra, I turned to crowd-funding, and I fell into those thousands of connections that I'd made, and I asked my crowd to catch me. The goal was \$100,000. My fans backed me at nearly 1.2 million, which was the biggest music crowd-funding project to date. You can see how many people it is: about 25,000.

The media asked, "Amanda, the music business is tanking and you encourage piracy. How did you make all these people pay for music?" The answer is, I didn't make them. I asked them. And through the very act of asking people, I'd connected with them, and when you connect with them, people want to help you. It's kind of counterintuitive for a lot of artists. They don't want to ask for things. But it's not easy to ask, and a lot of artists have a problem with this. Asking makes you vulnerable.

I got a lot of criticism online after my Kickstarter went big for continuing my crazy crowdsourcing practices, specifically for asking musicians who are fans if they wanted to join us on stage for a few songs in exchange for love and tickets and beer, and this (shows image) was a doctored image that went up of me on a website. And this hurt in a really familiar way. And people saying, "You're not allowed anymore to ask for that kind of help," really reminded me of the people in their cars yelling, "Get a job." Because they weren't with us on the sidewalk, and they couldn't see the exchange that was happening between me and my crowd, an exchange that was very fair to us but alien to them.

So this (shows image) is slightly not safe for work. This is my Kickstarter backer party in Berlin. At the end of the night, I stripped and let everyone draw on me. Now let me tell you, if you want to experience the visceral feeling of trusting strangers, I recommend this, especially if those strangers are drunk German people. This was a ninja master-level fan connection, because what I was really saying here was, "I trust you this much. Should I? Show me."

For most of human history, musicians and artists have been part of the community, connectors and openers, not untouchable stars. Celebrity is about a lot of people loving you from a distance, but the Internet and the content that we're freely able to share on it are taking us back. It's about a few people loving you up close and about those people being enough. So a lot of people are confused by the idea of no hard sticker price. They see it as an unpredictable risk, but the things I've done, the Kickstarter, the street, the doorbell, **I don't see these things as risk. I see them as trust.** Now, the online tools to make the exchange as easy and as instinctive as the street, they're getting there. But the perfect tools aren't going to help us if we can't face each other and give and receive fearlessly, but, more important, to ask without shame.

I've spent my music career trying to encounter people on the Internet the way I could on the box, so I've been blogging and tweeting not just about my tour dates and my new video but about our work and our art and our fears and our hangovers, our mistakes, and we see each other. And I think when we really see each other, we want to help each other.

I think people have been obsessed with the wrong question, which is, "How do we make people pay for music?" What if we started asking, "How do we *let* people pay for music?" Thank you.

APPENDIX 3

TEDx TALK: CLIMATE INNOVATORS: OUR ENVIRONMENT'S GAME CHANGERS

Lia Nicholson



VIDEO
AVAILABLE

Below is a transcript of Lia Nicholson's talk at TEDx Antigua 2015..

This is widy widy, a weed that grows well in dry areas in Antigua Barbuda. Widy widy doesn't look like much, does it, but it got people through starvation and famine. Widy widy is the original ingredient in pepperpot, the national dish. Pepperpot is a thick, green stew. It's nutritious. It's a little bit slimy, but delicious. Although, I haven't tried the original widy widy variety because today pepperpot is made with a range of crop ingredients: spinach, eggplant, okra, eddo leaves, spices. All together these ingredients require 2,500 gallons of water from start in the field to finish on your stove. That's about three of these 800 gallon tanks, which we recognise. They're out the back of most people's homes.

That's a lot of water for one pot of pepperpot. What this example shows is that we have a culture of innovation because we took a weed and we turned it into a pot of delicious food. The second thing that it shows is that our tastes and our preferences have evolved over time and changed so that we require more resources now than ever before. We require more land, more water, and more energy. We're confined to an island of 108 square miles, so our resources are very limited. We need to take that culture of innovation and turn it towards the environment, especially our fresh water resources.

Here's how my grandparents dealt with water scarcity. In 1956 they sailed into the South Coast of Antigua. Lisa from the US and Desmond from Ireland met on the boat and fell in love. There wasn't much infrastructure then at that time, and so when they were looking for a house they climbed up one of those hills in the background, found an old catchment built by the British. They patched that up, put up their roof and walls and started collecting water that way. That was the only water source that they had, and it remained the only water source for my family to this day, this cistern.

It worked out for the most part, except when I was six years old and we ran out of water. My parents decided to teach us a lesson about being more careful with our water resources. Instead of getting a truckload of water to come and refill the tank, they decided we would stay run out of water for a week. Every day we would take our buckets of water and walk down the hill to the village standpipe, fill up the buckets and then walk back up the hill.

It was a pretty tough lesson struggling around with that at that age, but it was effective and it informed my personal and professional choices going forward. It was so effective I went on to do environmental studies.



I did a bachelors in international environmental policy, a few years later a masters in environmental management where I started studying climate change and how it impacts islands especially. At Yale where I did my masters there's a tradition of decorating your cap. On top of my cap was a sea level rise scenario using the Antigua black pineapple as islands and the ocean.

I went away to study climate change and the unique impacts and threats that it poses to small islands, things that probably sound familiar to you: sea level rise, intensifying hurricanes, increasing temperatures, acidifying oceans, and changing rainfall patterns, leading to more flooding and more droughts. These are scary things, but the resounding message that came out of these studies is that what we do on the ground changes how these things effect us.

That's why I came back to work with the environment division in the government here. Let me show you first what's at risk. This is Julian. He lives in the outskirts of Saint John's, the capital. Julian is dealing with flooding and erosion in his yard. He used to have a small, harmless stream running through it, but in recent times that's been getting bigger and bigger because of more flooding. When the water pours over the road and hits the ground it washes the soil downstream. Every year he watches more soil go, and that bank of that river get closer and closer to the foundations of his home.

When I was asking Julian when all of this started he said he didn't use to have flooding problems and erosion 20, 30 years ago, which I was very surprised about. What has changed between then and now to cause this problem? The first thing we might look at is rainfall since we're talking about climate change. Here's a rainfall graph for the last 35 years. It's standardised so that the green bars show when we got more rainfall than average. The red bars show when we got less rainfall. Then overall the bigger picture shows that even without any statistical analysis you can clearly see we're definitely not getting more rainfall today than we were in the past. That can't explain Julian's flooding problems alone.

In fact, this triangle is consistent with projections for the island which say we could get half as much rain by the end of the century as we are today. Those drought periods are more common. Getting back to our original question of why is Julian experiencing this flooding. It's not only because of the rain. This is only part of the story.

Let's take a look at what has changed on the ground during the same time period. In the Northwest coast of Antigua is McKinnon's Pond. We're going to go back in time to 1966. The left hand side, the black and white photo, shows that there's mostly open agricultural fields. You can't really find many buildings in there. Contrast that to the right hand side where there's a lot of buildings. We now have residential development, tourism infrastructure, shopping malls, and road network.

Two trends to point out in this comparison. The first one is back filling wetlands. Take a look at the area inside that red line. That's where the stream empties out Saint John's watershed into McKinnon's Pond. In 1966 that was open mangrove wetlands. By 2010 that is now back filled residential development. Not surprisingly, they are at the highest risk of flooding in the area.

What happens is when wetlands, which are naturally the lowest point on land, when we get those torrential downpours the water floods there until it can drain out at a slower pace. We backfill it, we change the elevation, and we've now made the lowest point on land somewhere else, maybe upstream, downstream, or by the side. We've created

flooding problems where there weren't any before.

The second trend is impervious cover, concrete. We love driving cars. Who likes driving cars here? Cars require a nice parking space at A and a nice parking space at B. Well, concrete means that it's impervious surface, so when we get that rain it doesn't get absorbed into the land. Instead, it runs off in greater volumes and at a faster pace, making it more likely to erode. We've figured out two of probably other factors that are causing this flooding at Julian's culvert.

Now when we look back at his problem, we can understand that it's because of what's happening upstream on the ground in the watershed that's causing this. Julian has a nice house. He has a job. Him and his wife are raising a middle income family, but they can't afford to build that wall to protect their house. In the worst case scenario, do they have insurance? We start to see how environmental problems, if we don't address them, cause social impacts. These impacts aren't felt equally across the board.

Take a look at these two houses. The one on the left is a small, wooden home. A single mother lives there with her three kids. She can't afford to pay electricity, which is among the highest price in the world here and three times higher than in the US, so no electricity. Under that house you can just make out reflection of light on a puddle. That was there when I visited during the dry season, so it's there year round. It breeds mosquitoes which carry chikungunya and dengue viruses, so there's health impacts as well. Contrast that to the right hand side, a home that's concrete, two stories high where the family lives in the second story. Both of these houses are in the same high risk flooding zone, not too far from each other. If we got a big storm, which one do you think would survive?

An especially vulnerable group are single parent homes because you have one person who is doing the economic responsibility and home caring instead of two people. A gender report for the country showed that 40% of our homes, nearly half, are run by women, and that women on average have lower paying jobs and have a harder time accessing credit than men. Single parent homes run by women are an especially vulnerable group.

Now all together these factors show how climate change is like a magnifying glass on the social and environmental problems that we're already facing. 4% of the population lives on less than 1,000 US a year. That's below the poverty line. A vulnerability report showed that an additional 10% of the population, one in ten people you know, could fall below the poverty line because of a disaster, whether that's a hurricane or a slow onset event like what's effecting Julian's problem. That's why we need climate innovation.

What is it? When you hear about climate change in islands you often hear about adaptation. Adaptation is a slow process of adjustment like what my family did when we had limited water supply. We changed our behaviours. Climate innovation includes adaptation, but it solves our problems in leaps and bounds by creating new opportunities for growth while at its core solving these problems. I'm going to give you three examples of climate innovation happening in Antigua Barbuda right now.

The first is a finance example. 450,000 US dollars isn't enough to achieve transformational change, but that's what the environment division gets from the consolidated fund each year to do its work, which is why the environment division has set up a national environmental fund called

the SIRF Fund, not surf, but Sustainable Island Resource Framework Fund. Where does this money come from? It comes from investments in renewable energy, like solar and wind power, which will cut carbon emissions and help us reduce the high cost of electricity. Money will also come from pollution charges, which is an incentive for people not to pollute, and from the international community, which is getting together finances to help us address climate change.

Where does this money go to? Well, we're environmentalists so we'll plant some trees, but a key outflow of this window, this fund, is to support adaptation, which means that vulnerable homes and even small business will get access to very low interest loans so that they can take the preventative measures that they need like hurricane shutters or rainwater harvesting equipment or strengthening the foundations of their home.

The next is a policy example. The Environmental Protection and Management Bill. After 12 long years and an advocacy and social media campaign we finally have comprehensive environmental legislation. This legislation, the Environment Act, we're still waiting for it to be gazetted, but it's going to mainstream climate adaptation, make it more of an operating norm across sectors.

All together the finance and the policy help us set up a framework for longterm sustainable growth. How do we address the needs on the ground right now? Let me introduce you to my friend Rosita. She lives out in Freetown Village on the East Coast. She's not waiting around to see how bad drought is going to get in this area. She's mobilising the community to restore an old catchment, like the one that my grandparents built their house on. She wants to turn this into a community demonstration project, not for her personal use, but for the village. She's going to do an agricultural demonstration next to it, get school kids involved so that they get excited about watching eggplants grow and picking fruit from the tree. She wants to revive the history of Freetown, which was one of the first villages where freed slaves settled after emancipation.

When I asked Rosita where she gets all of this energy from, because she's by far the most energetic woman in her 60's that I know, she told me a story of how as a little girl she lined up at that catchment with a bucket to collect water, her and the other villagers during times of drought. Innovation isn't only about the new. It's also about the old knowledge and old experiences that we have like when people on strike turn to widy widy, transformed it into a pot of food to get through imposed starvation, and changed the development trajectory of the country.

People today are already suffering from the impacts of poor land management practises. These problems will only get worse unless we do something about it. That's what our Island Climate Innovators are doing. Tell me. Where do you fit in? Thank you.

APPENDIX 4

TEDx TALK: THE VIOLENCE IN OUR THINKING

Whitney Iles, UK



VIDEO
AVAILABLE

Below is a transcript of Whitney Iles' talk at TEDxClapham 2015.

Whitney:

Good morning everyone. How's everyone feeling today?

Audience:

Good.

Whitney:

All right, a little bit more energy than that. I've spent all week in prisons. How's everyone feeling today?

Audience: (shouting): Good!

Whitney:

There we go, all right. This is the moment when I get on stage and think, "Maybe I really should've got some slides", because I feel a little bit of a weight after that. When Alex came to me and said, "Whitney, what is the one thing that you really want to speak about? What is the thing that you really think can change the world?" I immediately thought, "Violence." See, I'm passionate about people. Children and young people to be more specific, but overall, I find most people really interesting. About nine years ago, when my generic youth work career took a turn into serious youth violence, I became so extremely passionate about violence. I wanted to know why people were violent. How they were violent, and what that violence means and symbolizes.

I think now it's safe to say I'm verging on a bit obsessive with violence, but you'll get used to it. Three or four years ago I was invited into the prison system to start working with some of our children who are locked up. I wanted to know what had really led them to this point. How can a child be in prison? What's the thinking? What's the mentality? The more that I started to hear their stories and sit down and listen, I came up with my own theory. Violence is everywhere. That sounds a bit mad at first, and I understand that my thinking can be a bit extreme, but I just started to see violence just everywhere.

It wasn't all like physical violence – people weren't going around hitting other people and doing what they do. I was very much aware that violence was around us, spiritually and psychologically. It was there in our day-to-day routines. Actually, all of us are responsible for violence. Now, when I normally say that, everyone says, "Hey, hey, hey, not me." When I first started to think about it, I said, "That's not me. It's not what I do." Then, I started to really collect my thoughts around this. I thought, "These violent acts come from what I would consider very unhealthy thinking patterns."



I thought about it for a little bit and I said, "Well, there's no point always going and looking at how we prevent violence when the violence has already happened, or trying to stop more violence from occurring."

I thought, "How can we actually start promoting healthy thinking patterns?" If the unhealthy thinking is the reason for the violence, then we need to start looking at how we develop healthy thinking. Now, healthy thinking to me is very different from positive thinking. I don't get up and try to do motivational speeches, and all that kind of stuff. See, healthy thinking to me is about being authentic in what you're feeling at that moment, and really doing some soul-searching for where the negative feelings come from – where the negative thoughts or the negative behaviour patterns are.

My analogy for this is, "Some days I feel like rubbish. That's okay, and when I feel like rubbish, I'm really going to embrace that rubbish feeling. I'm probably going to get into bed. I'm going to watch a few movies, the really sad ones, and I'm just going to really just be there, with my rubbish feeling. We all have those days, yeah? Just embrace the rubbish feeling. If I felt like rubbish day in day out, day in day out, then that's what I would consider a little bit unhealthy. That's where I'm going to have to start thinking, "What's really going on, and how do I get myself out of these patterns?"

What I also noticed was that this unhealthy thinking can really creep into our day-to-day life, without us even knowing it. Think of a time when you thought unhealthy thoughts. No? Okay. My favourite one at the moment – this is me all day every day – is, "I'm going to go for a run... tomorrow. I'm going to start training again... next week." See, I know it's good for me. I know I should be doing it, but I also know every single excuse in the books to get myself out of it. If I was to see someone I didn't like getting in an elevator, all of a sudden I'd be the person that's most up for the exercise. "I'm just taking the stairs. It's just exercise." It's all about the context of the situation.

I started thinking, "Where else are these unhealthy thinking patterns seeping into my life?" I think about the last time you had an argument, or someone really, really got under your skin. All right. What if I was to tell you, that these feelings had absolutely nothing to do with them? That these feelings can only occur – the anger, that complete – I'm trying not to swear on stage! – only comes when people make you feel upset or angry or down. It comes from a feeling that is already there inside you? You have to already have that feeling inside you for someone to trigger and release it in you.

I started really looking at myself, and trying to understand what is really going on underneath the surface. Nothing you say can bother me any more. I can walk down the street. I can walk through six hundred males in the middle of a prison. It's not about any of you any more. It's about me and how I feel about myself, and about being authentic in my feelings and where these feelings come from, and how I can really use these to better myself and move forward.

Now, coming back to the violence ... I work with young people in prison for very serious offenses. I remember one young man ... I went to see him on the wings one day, and he was behind his cell door. You have to remember, most of these young men are probably six foot plus. I'm about five foot two in heels. A cell door is a huge, big piece of metal, so sometimes I can't get them out, so I have to speak to them through the door. It's me, big door, big young man on the other side of the door. He was angry, and I was like, "What's wrong?" He was like, "[inaudible]." That was a good impression right?

He was just angry and I said, "What's going on? Talk to me." He's like, "No, no, Whit, they messed up my gym schedule." I was like, "All right, but explain what you're feeling. Talk to me." He said, "I'm angry isn't it?" "Nah, nah, nah, nah, nah, nah." We've been working together for a long time, so I can challenge him. "Nah, nah, nah, nah, nah, what are you feeling?" He stopped for a little bit, and he started to think, and he said, "It's hopelessness, isn't it?" I said, "Ahh, there we go. Why? What is that tapping into there? What's really going on? Because we both know you're a strong man, and it's nothing to do with this person that's making you feel like that. I know you're not gonna give your power over to someone else like that."

We started doing a bit more research into it. When I really pushed him, I mean really, really pushed him, I said, "What is it reminding you of? What are you thinking about?" He said, "See, my dad always used to say he was gonna come and pick me up, and never turn up." In that moment, he had identified the feeling, the trigger, that was about to get him to kick off in the prison. When he was going to kick off, he can kick off and do some damage. But, because he was able to see that, he was then able to make a choice and say, "Nah, let me do the work on me first." This is what I mean about how powerful it can be, when we really start to understand ourselves, and understand our healthy thinking patterns. How we all have to promote a healthy thinking pattern, because it is our children that watch us.

If we're looking to change our jobs, or looking to get a promotion, and there's opportunities available for us and we just don't take them, what are we telling our children? Imagine a world where everyone took responsibility for their thinking patterns. For the way that they feel, and for the way that they react to another person. Imagine a world where, instead of getting angry at someone else when they're yelling at you of doing whatever, you take a step back and say, "I really wonder what they've been through, in order to really feel that bad against me," and start to look at them with compassion and understanding.

What would that world be like? Would that world still dislike people and still hate? Or would that world look always for the understanding in the point? Would that world be loving and compassionate? Would that world still lock up our children in prisons? Those who represent some of our deepest, darkest secrets. Or would it strive for the understanding? The reason behind the behaviour. I want you to think for a minute. Think about a time when you felt loved. When you felt understood. When you felt someone took the time to really see you and hear you, and deal with you compassionately.

I want you to think about a world where that's the norm.

Thank you.

APPENDIX 5

TEDx TALK: CHILD SOLDIERS TO EBOLA FIGHTERS

PJ Cole, Sierra Leone



VIDEO
AVAILABLE

Below is a transcript of PJ Cole's talk at TEDxRoyalTunbridgeWells 2015.

Today I'm going to tell you a remarkable story about how a group of former child soldiers have become community leaders in their nation. Between 1996 and 2002, my parents moved by the place of child soldiers into [inaudible 00:00:28] invited over 800 young people into our lives. All that stuff [inaudible 00:00:33] in the circumstances. All had been through the war. Take for example Prince. At the age of 15 Prince was captured by the rebels. Within 24 hours Prince had been forced to take a life. A week later, Prince found himself in a fierce battle where he was trying to escape from the rebels and could not. Prince stayed with the rebels for about 2 years. During that time, by the age of 17, he rose to the rank of commander and had his own battalion that he was controlling. He had 2 wives in the jungle, but eventually Prince managed to escape. He escaped and came to free town and was living rough, pick-pocketing to survive. During this time, Prince was caught by the people that he was stealing from and they all converged to beat him up.

Then, my father Richard Cole came along and managed to negotiate Prince's release into his care. He took Prince to the Nehemiah Home where we had many young people all having gone through various atrocities. Often varying backgrounds, some had been child soldiers, some had been caught by the rebels, some had been orphaned because of the conflict. My father had this clear sense that these young people were not victims. He had a sense that these young people would be the ones that would rebuild the nation in years to come. He had a vision for them and that vision he put to practice by loving, caring, and was committed to them. He modelled the sense of responsibility. All the boys who came to the Nehemiah Home were given a chore, a responsibility. From cleaning in the morning to being responsible for a younger boy, everyone had a responsibility in the home. It wasn't just responsibility in the home in the community but he looked wider again and demonstrated that to us.

One day, we were living near a displacement camp where about 30,000 people who had lost everything in the conflict, lost their houses, were living. It wasn't the best place to live. Lives had been disrupted and there were no schools and other facilities around. Walking through that camp that day my father came to the compound to the Nehemiah home and just got a little of us and said "Right, we're going to start a school next week." We said, "Well, that's not possible. You know we don't have classrooms, we don't have books." There were many things that we didn't have. He felt that there was a need and we as a community of people could gather together and respond to that need. He took all



the papers that we had. All the vanguards papers and bought a lot of glue sticks and we started making books. By Monday, we had a school running. I found myself at the age of 13 teaching a class of 60 young people. That was how we ran, that was how he taught us what to do and how to be. There was a sense of sharing what we had, sharing everything.

Biologically, I'm an only child, but I have over 800 brothers and sisters all around the world. As you can imagine, growing up with that large a family things can probably get tight. One year we were all about to go to school and Monday was starting. We were trying to figure out who could go to school and who couldn't at that time. It ended up that because of the formula that he was using, I was one of the young people that had to sit out that year. We managed to share. I sat back and watched my brothers and sisters go to school and it wasn't a problem because we were all sharing, we were all living in the community together. Today, this group of former child soldiers with whom I shared my life are standing shoulder to shoulder with me. Together we're running 4 schools, a vocational training centre, a safe home. We're working with farmers, we're running businesses, we're rebuilding Sierra Leone.

Then Ebola hit. Our friends, our neighbours, and our colleagues [inaudible 00:06:03]. Our vision for the country was under attack. People were dying all around us and the rate of transmission of the virus was very high because there was a lack of knowledge, people did not know how to protect themselves from the virus. People could not stay indoors because that needed to be quarantined because they did not have sufficient food and supplies. The infrastructure was not around to be able to nip the outbreak in the bud. People were going to the hospitals and being returned home because there were insufficient beds. The most harrowing force was when my colleague Prince went and visited a quarantined family. He and the team just watched a pregnant woman who had gone to the hospital return home just sit and die in front of them. Our community was under attack.

Faced with atrocities of this disease, this group of former child soldiers with whom I share my life began a second fight. Together, we set up an education program, that has served over 70,000 people in the community. We began supplying, supporting families that were quarantined with food and non-food items, helping them stay home so that we broke the chain of transmission of the virus. We've managed to serve about 11,000 people. People were sick and needed beds and so armed with a laptop and the internet, I went online and typed in "How to build an Ebola treatment unit", downloaded a blueprint from the BBC website and we started building an Ebola treatment centre. Couple of months later, we completed it and help with that came through mid-air and other agencies. We built a 20 bed Ebola treatment unit which treated over 200 people during the outbreak. We became part of the national Ebola response centre, helping the government look at the strategy on how to respond to the virus.

What transformed this group of child soldiers? It was people like my father who chose to invest in them. It was people like my father who chose to love, care, and invite them into his life. We all have that choice today, to invest in our community, to invest in young people. For us at Lifeline presently, we're still pushing to get to 0 with Ebola, to rid our country of Ebola. We also focused on rebuilding the nation. We're committed to socioeconomic development of the country. When I talked about schools that were running farms, it's not just providing the

services but also looking at how can we, as a people, as a community, contribute to the wider growth of our society? We're trying innovative programs like the phonics program, piloting it about amongst 6 schools to help the literacy in the country. Our country, about 66% of our people, are farmers, but we're going hungry. We're working with farmers, looking at strategies how we can improve quality and quantity of the yields. We're investing in young people.

Then, Ebola has left a lot of devastation in its wake. One of the most difficult ones is to do with orphans. Over 15,000 young people have been orphaned by the virus. There's a picture of Mohamed who is about 10 years old. Mohamed and his whole family of 5 became sick with the Ebola virus. They were all taken to an Ebola treatment unit. He lost his mother, his father, his brother, and his sister. He was the only survivor in his family. After recovering, Mohamed was brought back home, came back to this one room, a shack where he was living. His neighbours would not allow him to come back, and pushed him out. Ostracized by the community, Mohamed was just on his own. What happened when my team of former child soldiers got wind of this and we started talking about this? One of the things that stuck out to me in the whole conversation was one of the guys said "But we have to respond, because someone did this for us." Lo and behold, we started extending the building physically to take in more young people, expanding our capacity to do so. If you see the 2 different pictures. That was Mohamed when we first met him, and look at Mohamed smiling, he dances a lot right now.

All this started because someone chose not to sit under the side-lines. What we carry now, that vision to rebuild that country, that vision to invest in young people, stems from someone standing up in their community and deciding to invest.

Thank you.

ABOUT THE COURSE CREATOR

For the duration of the Queen's Young Leaders Programme (QYLP), **Frances Brown** was Director of Education and Mentoring based at The Institute of Continuing Education where she created the Leading Change course and developed the Leading Change Website and QYL Mentoring Programme.

With a background in education, design and startups Frances loves driving forward new ideas and supporting others through voluntary mentoring and trusteeship. Highlights of external projects she led over the four years at The University of Cambridge include developing a training course for CHOGM, The Commonwealth Heads of Government Meeting in London 2018 with the Commonwealth Secretariat and British Cabinet Office and launching IT'S GOING TO BE GOOD with a team of Queen's Young Leaders.

At the end of the programme she moved to a new role with The Queen's Commonwealth Trust and was very excited to be able to continue supporting other young changemakers like The Queen's Young Leaders!

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For queries on adapting the materials or running the course, please contact the course creator Frances Brown at hello@fbrownwork.com

