

The Hero Pledge: A Public Engagement Initiative of the Heroic Imagination Project

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Abstract

The Hero Pledge initiative is a public engagement initiative of the Heroic Imagination Project, a nonprofit organization in San Francisco, CA that works to create more heroic action in the world. The initiative consists of a web-based pledge to act heroically and a 4-week course that develops heroic abilities in its participants. The pledge calls web visitors to identify as future heroes and commit to developing their ability to respond on behalf of others, for a moral cause, and without the expectation of personal gain. The course builds the knowledge, emotional skills, social skills, and habits that the organization believes are necessary for heroic action based on the research of its founder, Dr. Philip Zimbardo, and others. This document outlines the initiative, its approach to behavior change, its theoretical underpinnings in positive psychology, and its evaluation plan. If it has been well-constructed, the Hero Pledge initiative should measurably increase the incidence of heroic acts in its participants.

## Heroic Imagination Project

The Heroic Imagination Project (HIP) is a 501(c)(3) non-profit organization founded in 2009 by Philip Zimbardo to spread heroic action in the world. Zimbardo is best known for his infamous Stanford Prison Experiment in which undergraduates were imprisoned and employed as guards in a mock prison to determine the effect a prison environment would have on the behavior of ordinary individuals. Although randomly assigned to either be prisoners or prison guards, the setting influenced the undergraduates to take on their roles to such a degree that the experiment had to be shut down prematurely. After just a few days, the conditions in the mock prison had deteriorated to the point that the students acting as prison guards were abusing prisoners and some prisoners had had mental breakdowns (Zimbardo, 2007).

This experiment is just one of many experiments undertaken by psychologists—not to mention historical examples—that demonstrate the power of various forces to push good people to commit evil acts. The purpose of HIP is to spread the antidote to this evil: heroism, which HIP defines as action done: "on behalf of others, for a moral cause, and without the expectation of gain". (See Appendix A for HIP's full mission and vision).

The organization spreads heroic action through the programs it develops for schools, workplaces, and society at large in its Education, Corporate, and Public Engagement initiatives. True to its roots, HIP places a high value on research, ensuring each of its programs is based on science, as well as undertaking and funding further research on heroism. These efforts are all built around the goals of (1) *fortifying* people against becoming bystanders and (2) *inspiring* people to heroic action. The programs HIP develops attempt to accomplish this by coaching the development of skills and traits that enable heroic behavior.

## Hero Pledge Overview

Part of fulfilling HIP's charter is reaching out to the public. Situated in HIP's Public Engagement arm is the Hero Pledge. As a public initiative targeted toward HIP's web visitors, the Hero Pledge aims to increase the incidence of heroic action in its participants by developing their capacity to act heroically.

The Hero Pledge initiative is composed of two parts: the Hero Pledge itself ("the Pledge") and a 4-week hero development course. The initiative allows a person drawn to the HIP website to put a stake in the ground as someone who wants to be a hero, to get involved with HIP, and to develop their capacity for heroic action through the electronically-delivered course. The capacities the course targets include skills such as emotional self-regulation, but also—more broadly—the development of a spectrum of character strengths cataloged by Peterson and Seligman (2004) which enable heroism.

The Hero Pledge web experience begins with the web visitor taking the Pledge to act heroically. As part of taking the Pledge, the visitor can opt to participate in the course which is delivered entirely electronically. The course is comprised of 4 lessons (1 per week) which consist of brief videos, a short written lesson, and a call to action: a request to commit to completing—in that week—a self-specified action that will develop the participant's heroic capacities. The participants are guided through choosing what that action will be.

After a participant enrolls in the course each Monday for the following 4 weeks, he or she will receive an e-mail that will point to the web page where the lesson resides. Each Friday the participant will receive another e-mail which will point them to a post-survey for the week which also resides on the HIP site. Because participants will be required to create a user account with

the HIP site in order to participate, we will be able to gather demographic and participation data for each of them to use in evaluation and for future data mining.

### **Audience**

As more people find out about the Heroic Imagination Project through demand generation activities such as Phil Zimbardo's lectures, the Lucifer Effect site (based on Phil Zimbardo's book), word of mouth, and future awareness campaigns visitors will be drawn to the site with some understanding of the aims of the project. This is the Pledge's primary audience. It is the purpose of the Pledge and course to engage these visitors and provide benefit to the extent that the Pledge and course takers will want to introduce others to the Hero Pledge in addition to making it more likely these visitors will engage in heroic behavior.

We assume this audience of potential Pledge takers and course participants have heard something about HIP and have a working knowledge of the Internet, web pages, web video playback and e-mail. They are English speakers, and they are most likely adults, but not necessarily. We also assume that if they are at the HIP website and they are taking the Hero Pledge, they probably already approve of HIP's message and want to get involved, so making the case for heroism is a stated non-goal of the initiative.

### **Medium**

The Hero Pledge is delivered through the HIP website and by e-mail. A back-end database allows for tracking of participants and collection of data for future research. An e-mail auto responder sends reminder e-mails to participants for the course. When a visitor takes the Hero Pledge, they create a log-in account with the HIP site to do so. At that point, the site will collect demographic information, and since the user will have to log-in for every lesson, the site will be able to track progress through the course on a user-by-user basis.

## **Theoretical Bases**

The theoretical underpinnings of the approach and content used in the Hero Pledge span the work of many social scientists—many of whom study subjects that fall under the umbrella of positive psychology. What follows is an explanation of some of the science most relevant to the initiative.

## **Foundational Concepts**

In 1991, Adam Kahane was a facilitator in the Mont Fleur accords which built the way forward in South Africa after the end of apartheid. In Power and Love, he uses his now nearly 20 years of subsequent social change making experience to explain his version of the central dichotomy at the heart of all social change—"the drive to achieve one's purpose, to get one's job done, to grow" versus "the drive to reconnect and make whole that which has become or appears fragmented." (2010, p. 2). Csikszentmihalyi calls these drives "differentiation" ("a movement toward uniqueness, toward separating oneself from others") and "integration" ("a union with other people, with idea and entities beyond the self") (1990, p. 41). Kahane warns of the consequences of being driven by these forces clumsily with a quote from Martin Luther King, Jr.: "Power without love is reckless and abusive and love without power is sentimental and anemic." This understanding is at the heart of heroic action.

When self-serving, power-focused institutions drive the world toward less human flourishing, movements to increase kindness, compassion, forgiveness, altruism and the like are insufficient to address the world's villains and evils or to fulfill the potential of human society. Action that is heroic balances power with love, love with power. It is heroic in no small part precisely because this balance is difficult.

Kahane proposes that:

"... learning to employ both power and love to be like learning to walk on two legs. We can't walk on only one leg, just as we can't address our toughest social challenges only with power or only with love. But walking on two legs does not mean either moving them both at the same time or always being stably balanced. On the contrary, it means moving first one leg and then the other and always being out of balance [original emphasis]--or more precisely, always being in dynamic balance" (2010, p. 54).

Getting this balance right is central to heroism and difficult, but it is not entirely uncommon which suggests that people already have some predisposition to act heroically when given the chance.

Consequently, one risk to avoid in the development of the course would be the use of tactics that muffle people's inherent motivation to act heroically. After all, an important outcome of the research that has been done on the ability of situation forces to evoke anti-social behavior in humans is the finding that, "while the majority obeyed, conformed, complied, were persuaded, and were seduced, there was always a minority who resisted, dissented, and disobeyed" (Zimbardo, 2007, p.487). For example, even in the well-known Milgram obedience experiment where participants were verbally prodded by an authority figure to administer what they thought were shocks to another person (in actuality an actor who would pretend to receive the shocks), 35 percent of participants refused to continue before they reached the highest level of shock (1963). This finding points to "the banality of heroism" (Zimbardo, p.485), and invites us to remember that heroism is naturally occurring. When the banality of heroism merges with the ubiquity and plurality of character strengths, it provokes a suspicion that everyone has it within them to act heroically.

Two lines of research provide insight into how to make the course an enabling condition for heroic character strengths to develop and not a disabling condition: the research on intrinsic motivation and that on mindset.

First, because it is done without the expectation of personal gain, heroism is clearly self-rewarding. As Deci found with monkeys who would solve puzzles in the absence of any external reward (e.g. food), heroism has intrinsic benefits that is not predicated on external rewards. Paradoxically, as Deci found, external rewards given for intrinsically rewarding tasks can instead become inhibiting factors (1971). For the Hero Pledge initiative, this finding was important in helping the team understand the unintended effect that promoting the extrinsic rewards of heroism (e.g. feeling good about oneself, the acclaim one can receive, etc.) could have on creating more heroic behavior.

Instead of external rewards Pink proposes the true motivators are autonomy, mastery, and purpose (2009). Because doing something heroic often requires acting against group norms or in direct opposition to a harmful force, the first of these, autonomy, is already inherent to heroism. Purpose is also an integral piece of heroic acts since heroes—especially lifelong heroes such as Mandela or Ghandi—cite a strong purpose as their motivation. Mastery is the most elusive of the three motivators when it comes to heroism because an opportunity for heroic action is often an opportunity precisely because those in the situation are ill-prepared to take action. Thus, one of the central goals of the course is to build the skills of heroism to bring people closer to mastering the skills they will need to succeed at being heroes.

In this regard, Dweck's work on mindset and goals is particularly relevant. One line of inquiry that has implications for mastery is the study of what Dweck calls mindset: the extent to which we believe our abilities are malleable and open to improvement through our effort. Her



finding suggests there is a continuum from fixed mindset to growth mindset (2002). Not surprisingly, those with fixed mindsets, who believe they are allotted a certain amount of ability and can improve no further, do not take steps to improve their abilities and, therefore, do not improve. Those with growth mindsets, who believe their abilities are open to improvement through their efforts, make efforts to do so and consequently develop their capacities.

A second dichotomy Dweck has illuminated is that of performance goals versus learning goals. A performance goal in a class might be to achieve a good grade, while a corresponding learning goal might be to learn the subject matter. Because performance goals work for relatively simple tasks, they are deceptively attractive as motivators, however the learning that happens as a result of working toward performance goals does not readily translate to other situations and therefore does not engender mastery as well as learning goals (2006). Learning goals allow setbacks to be framed as feedback instead of failure, thereby helping to refine future attempts to make success more likely instead of shutting down future attempts altogether.

Keeping these findings about mindset and goal types in mind, the course will be preceded by an introductory e-mail that explains ground rules and invites the participant to cultivate a growth mindset about their heroic abilities and to create learning goals (as opposed to performance goals) around their heroic development.

## **Approach**

### Social Marketing

As a public engagement initiative, the Hero Pledge initiative's primary methodology comes from the field of social marketing. Social marketing is defined as "the adaptation of commercial marketing technologies to programs designed to influence the voluntary behavior of target audiences to improve their personal welfare and that of the society of which they are a

part" (Andreasen, 1994). This methodology originally grew out of the need for those working in public health to create mass behavior change, and even today many social marketers reside within the medical and public health fields. Just like commercial marketing, social marketing relies upon the marketer's four "P's" of product, price, place and promotion, but defines them with regard to behavior change:

- Product: the behavior, beliefs, information, or services that the campaign targets for adoption by the audience. In the case of the Hero Pledge, the Product is heroic action.
- Price: the financial, social, material, physical, and/or psychological cost associated with the adoption of the product (the behavior, beliefs, information, or services). In our case possible Price (risks) social ostracization, include physical risks, retribution, possibility of doing wrong anyway, etc.
- Place: the places where the target audience will encounter the message to adopt the product (e.g. schools, the web, commuting routes, etc). For the Hero Pledge initiative, the Place is the Internet.
- Promotion: how the target audience is made aware of the product and its availability (e.g. special events, advertising, one-on-one counseling, etc). For our purposes, the Promotion is the Pledge and the course.

### Applied Behavior Change Theories

One tenet of the Hero Pledge initiative is to provide a holistic training experience. As much as possible, the participant should be able to practice a full behavior instead of just its constituent parts. Strauch, in his 1994 exposition of holistic training, uses the example of tennis training. Instead of training the swing, the stance, the grip, etc, in a holistic training session the trainer has the student practice a complete sequence of activity; the trainer throws balls toward

the student and the student moves from first saying "toss... bounce" (when the instructor tosses the ball and the ball bounces in the student's court) to adding "hit" (when the student would hit the ball), to finally hitting the ball with the racket. What is essential is that in each instance the student experiences a complete sequence from the ball coming at him or her to returning the ball successfully. The result is less cogitation and an improved ability to respond in the moment.

The importance of the final step of action in learning new habits is suggested by James's 1892 assertion:

"It is not in the moment of their forming, but in the moment of their producing motor effects, that resolves and aspirations communicate the new 'set' to the brain... No matter how full a reservoir of maxims one may possess, and no matter how good one's sentiments may be, if one have not taken advantage of every concrete opportunity to act, one's character may remain entirely unaffected for the better" (p. 135–6).

Similarly, Haidt's elephant and rider analogy—in which a human being is conceptualized as a rider (reason) riding on top of an elephant (emotion)—it is the elephant that needs to be retrained in order for lasting change to happen (2006), and that retraining cannot happen by cogitation alone.

### Six Sources of Influence Model

The six Sources of Influence Model is a system-level behavior change model born out of research into successful long-term systemic change makers. The model is based on uncovering "the high-leverage behaviors that will make the difference you want to make, then 'overdetermin[ing]' success by addressing all the root causes by assembling a critical mass of influence strategies" (Grenny, Maxfield, & Shimberg, 2008). The six sources of influence the model proposes are personal motivation (do they want to do it?), personal ability (do they know how to do it?), social motivation (do other people make them want to do it?), social ability (will other people help them do it?), structural motivation (will environmental cues make them want to do it?), and structural ability (do they have all the material resources they need to do it?)

(Patterson, Grenny, Maxfield, McMillan, & Switzler, 2007). Grenny, Maxfield, and Shimberg have found the chances of a behavior change effort being successful can be increased tenfold by combining at least four of the six influence strategies (2008).

Table 1 shows what the Hero Pledge site matrix of influence sources might look like.

Table 1

*Some Influence Strategies Relevant to the Hero Pledge Initiative within the Six Sources of Influence Model.*

	Motivation	Ability
Personal	Providing videos and stories of heroes will inspire participants to want to be heroic.	Each course lesson will build a new ability to act heroically.
Social	During the Pledge, the participant is prompted to ask two friends to join, which is a potent way of demonstrating commitment to one's social circle that can, in turn, influence the client to act heroically.	If the participant's two friends sign up, they will also be better prepared for heroic action, and if they find themselves in a situation with the participant that calls for action, they can enable the participant's action.
Structural	The e-mail series will remind the client of their commitment to act heroically and develop their heroic abilities.	A wallet card can remind participants of what they have learned and can be available for reference at critical times.

Appreciative Inquiry

Asking appreciative questions is one method the Hero Pledge uses to inspire the participant's heroic imagination. The participants first encounter appreciative questions in the pre-survey which encourages them to recognize some ways they have already been heroic so they understand that they are building their heroic capacities on an existing foundation. Later, some lessons guide the participant through a thought exercise about their life using appreciative questions. Finally, the post-survey explicitly focuses on the positive by asking how the participant was heroic that week.

Though appreciative inquiry was first developed for use in at the organizational level, its practitioners often use the term "whole system" level, which lends itself to applying the same principles to an individual who can be thought of as a "whole system" composed of various cognitive, emotional, and behavioral parts.

Since the promise of AI is transformational change in their meta-analysis of AI case studies, Bushe and Kassam (2005) sought to determine the conditions under which AI interventions were transformational. Since Bushe and Kassam found evidence of transformational change in at least a subset of their reviewed case studies, it is instructive to note under what conditions the appreciative inquiry was transformational so the Hero Pledge initiative can provide those conditions to its participants. In order to do so, our lessons will need to:

- create new knowledge
- create a generative metaphor
- use an improvisational approach to execution

Rather than use traditional follow-up techniques, AI interventions are most successful when they flow out of the system's AI-inspired improvisational capacity (Cooperrider, Whitney, & Stavros, 2008). Finding novel ways of maintaining momentum for action, such as the use of planning poems and progress maps, can provide evidence for the existence of the affirmative, expansive, generative, and collaborative competencies that AI seeks to create. Consequently, we will want to encourage our participants to improvise on their heroic journey, which in turn will enable autonomy, intrinsic motivation and focus on learning goals over performance goals.

### **Hero Pledge Web Experience**

When a visitor lands on HIP's home page, he or she will encounter a number of possible entry ways to the Hero Pledge (e.g., the top navigation bar under "Get Involved", a graphically-

rich area of 'featured' content toward the top of the home page, etc.). Once the visitor has clicked through to the Hero Pledge page (see Figure 1), they will see:


- a video introduction by Phil Zimbardo that calls them to take the Pledge,
- the Pledge itself
- the list of Pledge takers

In addition to committing to acting heroically when the opportunity arises and developing their own heroic abilities within the Pledge, the participant can sign up for the course and refer two friends to take the Pledge as well. The purpose of this last part is twofold: First, it attracts more potential participants, but—just as importantly—it is a means for the participant to establish publicly their intent to develop as a hero and be supported in that endeavor by their existing social network.

Once the Pledge taker has taken the Pledge, a confirmation page displays the pre-survey and an invitation to recognize previous heroic actions (Figure 2). Clicking the link brings the user back to the Hero Pledge page where their name has been added to the list of Pledge takers (if they have not chosen to remain anonymous). Figure 3 shows the full Hero Pledge experience flow.

Figure 1. Mock-up of the Hero Pledge webpage including the video, pledge, and list of pledgers.

## Take the Hero Pledge



**Video: Phil Zimbardo Intro Transcript:** (not shown on actual web page)

*Hi, I'm Phil Zimbardo.*

**Welcome** *I'm concerned that our world is a mess in so many ways. But who's gonna fix it?*

**Fortify** *Tough question. Simple answer. You, me and thousands of others like us around the world are joining our Heroic Imagination Project.*

**Inspire** *What the world needs now is more heroes.*

**Call to Action** *So please join us now to learn how to become a wise and effective hero who can change the world one positive step at a time.*

### The Hero Pledge

- I pledge to act when confronted with a situation where I feel something is wrong.
- I pledge to develop my heroic abilities.
  - Check to take the HIP Hero Development Course.
  - Check to subscribe to the HIP e-newsletter.
- I pledge to ask 2 other people to joining me in taking the Hero Pledge.
  - Enter e-mail address of friend to invite to take the Hero Pledge:
  - Enter e-mail address of friend to invite to take the Hero Pledge:
- I pledge to recognize heroic capacities in myself and others, so I can build on them.

Name:  Location:

Date:  [button]  
[goes to Confirmation Page]

Button links to other

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### We took the Pledge!

# 123,755: Martin Huml, San Francisco, CA took the Hero Pledge on 8:31am, Mar 13, 2010

# 123,754: Phil Zimbardo, San Francisco, CA took the Hero Pledge on 8:14am, Mar 13, 2010

...  
[Hero Pledge]

Page name

*Figure 2.* The Hero Pledge confirmation page including the pre-survey and an invitation to recognize previous heroic actions. The second pre-survey question will be repeated in the post-survey for purposes of assessing the success of the program.

### **Thank you for taking the Hero Pledge!**

Please take a moment to recognize the ways you're already ready to be a hero. Have you:

- Stood up to someone who was acting like a bully.
- Admitted a mistake and apologized.
- Spoken with someone about something that was difficult.
- Disobeyed unjust authority.
- Spoken up in a group when you thought something was wrong.

Would you say (check all that apply):

- you know what it takes to be a hero.
- you approve of heroic behavior.
- you want to act heroically when presented with an opportunity.
- you have acted heroically when presented with an opportunity.
- you advocated that others act heroically.

A confirmation e-mail has been sent to the e-mail address you provided. Please click the link in the mail to ensure you'll start the 4-Week HIP Hero Challenge mini-course.

Submit Answers

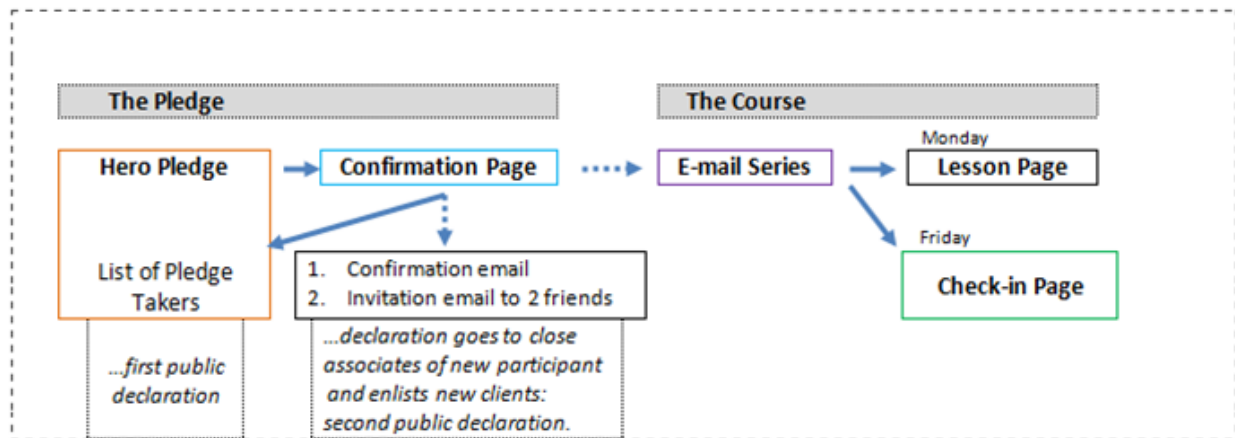
[button]

[goes back to Hero Pledge where  
participants name now shows  
in list of Pledge takers]

[Confirmation Page]



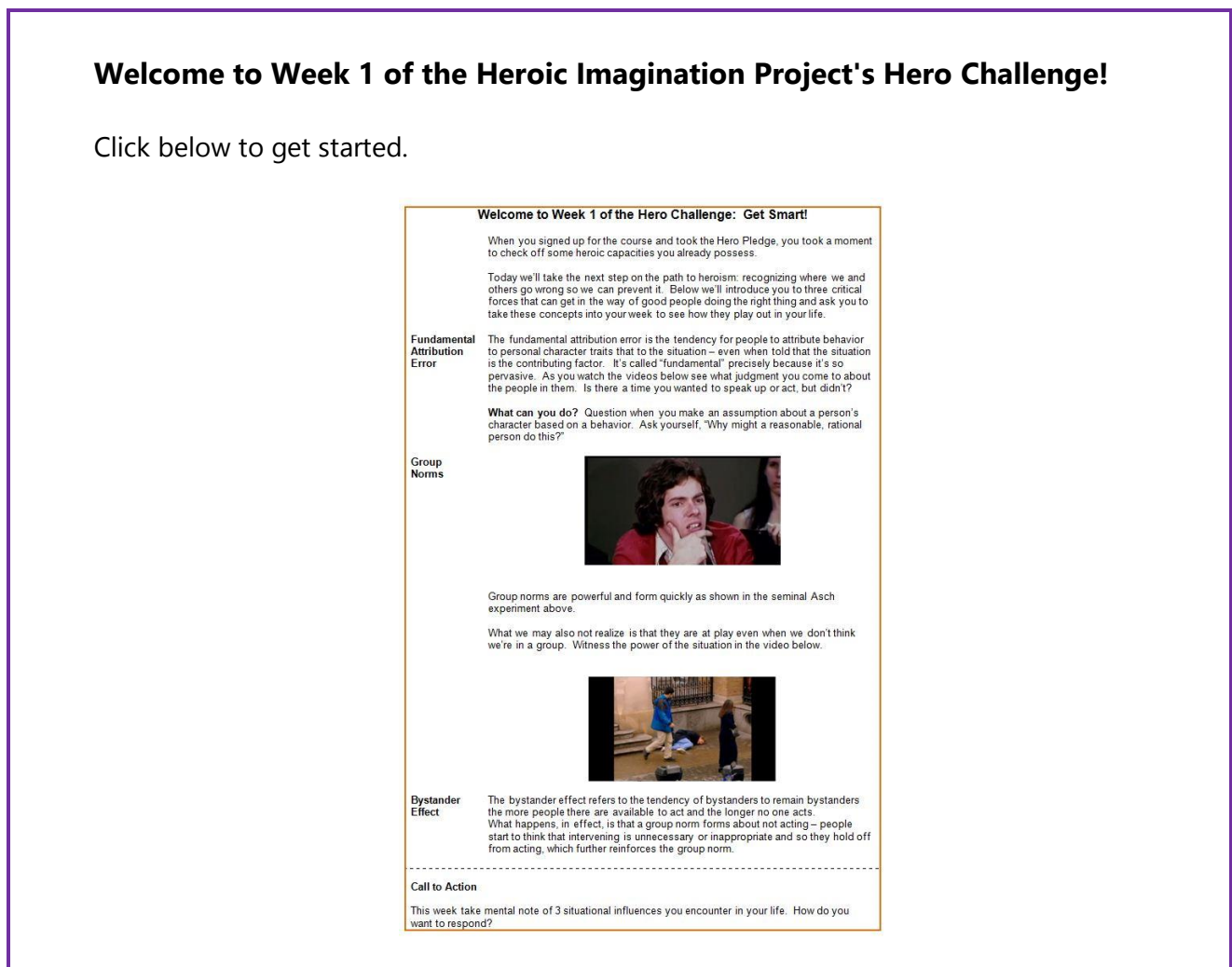
Figure 3. The Hero Pledge experience overview. The web visitor starts at the Hero Pledge where they can take the Pledge and invite two friends to take it as well. Next a confirmation page (Figure 2) displays the pre-survey and invites the participant to recognize their previous heroic actions. A confirmation e-mail is then sent to the pledge taker and invitation e-mails are sent to their friends. The confirmation e-mail includes a link to confirm participation which points back to the Hero Pledge page where the participants name has now been added. Finally, if the participant has chosen to enroll in the course, the four-week e-mail series is kicked off.



## Hero Development Course

The Hero Development Course's explicit goal is to develop the heroic capacities of its participants and to increase the prevalence of heroic action in its sample. To accomplish this, a series of four weekly lessons have been designed that the participant will be prompted to engage with by e-mail. Figure 4 shows an example e-mail.

Figure 4. Monday e-mail for Week 1 of the Hero Development Course Monday e-mail including a link to the lesson page in the form of an image of the page itself.



Each week, the Monday e-mail will introduce a component of heroic action and include an activity the client will perform on the website. By having the client click through to the site

and enter their commitments there, we can both provide richer content than we could reasonably deliver via e-mail (e.g. audio, video, etc.), and track the action clients are taking (and use their quotes for future material if given permission). This will also foster additional commitment for heroic development by providing an opportunity for the participants to physically write out their commitment while the site acts as a 'witness'. The Friday e-mail will solicit a client check-in to maintain momentum for personal change and so HIP can evaluate the efficacy of the program.

#### Basic Structure of the Course:

Each week, the participant will be sent an e-mail with a teaser and link to that week's training webpage which is hosted on the HIP site. Each weekly training page will have the 3-part components: video, brief text, and a call to action.

Video (~ 4 minutes): Each video will begin with a cautionary tale (~2 minutes) which will fortify the client against wrong doing (e.g. Stanford Prison Experiment, Millgram experiment, Human Zoo scene, etc.) and end with an example of a model hero (~ 2 minutes) which will demonstrate heroism and inspire the client to heroic action.

Brief Text (~ 4 minutes): The brief text will first explain, in appropriate depth, the topic for the week (e.g. resisting situational influences, developing courage and wisdom, lifelong heroism, and enlisting others). The text will then lead the client through a thought exercise to begin building the skills of heroism.

Call to Action (~2 minutes): Written instructions will lead the client to set a heroic development goal for the week that is in line with the objective of that week's lesson.

Course Style Guide:

The writing will be clear, concise, and compelling and no higher than 8<sup>th</sup> grade reading level. The text will invite the reader to consider his or her experience (e.g. "Think about a time you've seen...").

High-level Course Progression:

- Week 1: Fortify with knowledge
- Week 2: Inspire with emotion
- Week 3: Build a heroic life
- Week 4: Spread heroism

**The Course — Week 1**

As the participant starts the course, the objective is to familiarize them with some of the barriers to heroic action. The first lesson will increase the participant's knowledge about external influences that can hinder pro-social action or incite anti-social behavior in them and others, and it will help them develop a curiosity about situations so they will seek more information when they find themselves feeling uneasy about a progression of events. Beginning with these topics will help in highlighting that heroism is not easy and differentiates this development program from other programs that seek to increase altruism, compassion, mindfulness and other pro-social tendencies that do not necessarily involve risk. Importantly, this week introduces the participants to concepts and vocabulary that they can use to take a higher level perspective in situations. Knowing that situations and social pressures impact people to the extent that they do will give the participants power to recognize these effects, label them to make the effect more concrete in their minds, and finally to act, knowing that others will likely be unaware these effects are taking place.

The videos included in this week's lesson not only provide a vicarious experience of being in a situation where doing the right thing is hard, but they are fascinating to watch. The hope is that they will keep the participant motivated to click back to the next week's lesson when the Week 2 e-mail arrives because Week 1 will have set the expectation that course lessons are short, immersive and illuminating. Ideally, they will also be word-of-mouth-worthy as well.

### Week 1 Concepts

The concepts introduced in Week 1 are focused on external influences that prevent reasonable, well-meaning people from acting in situations where their intervention could turn around a bad situation: the by-stander effect, diffusion of responsibility, group norms, and fundamental attribution error.

The first of these, the bystander effect, is the phenomenon in which people are less likely to respond to a bad situation the more people there are around. The two video clips (from the Human Zoo (Houlihan and Curwin, 2000) show by-stander effect include a video of a woman lying face-down on a step (an actor who is staged for the purpose of the demonstration) as more and more people walk by, and a re-creation of Darley and Latané 1969 experiment. In this second video clip, as in the experiment, an unknowing participant is left seated in a room that begins to fill with smoke. The more planted actors who do nothing while this happens, the more likely the participant is to ignore the smoke and remain inactive in what could be a dangerous situation.

The bystander effect is attributed to two causes: diffusion of responsibility and group norms. Diffusion of responsibility occurs because people feel that another person will act and therefore do not recognize their own responsibility to act. The more people available to act the less likely any one of them will take the initiative. The collective failure to act invites the

unspoken assumption that intervening is either not necessary or would be seen as inappropriate establishes a group norm that fuels itself. Group norms are illustrated in the Week 1 Course lesson with a clip of the Asch (1951) experiment where participants, in order to fit in, agree with multiple confederates who answer incorrectly in a perception task.

Once group norms have been addressed, the lesson briefly describes the fundamental attribution error: the tendency for people to attribute behavior to personal character traits that to the situation), (Jones & Harris, 1967).

Finally, the call to action asks the participant to take mental note of three situational influences he or she sees in effect that week. A printable wallet card will provide both a reminder of the week's lesson and a place to write down the situational influences the participant spots.

### Week 1 Strengths

Throughout the lesson of the first week, the material targets the development of the character strengths falling under the headings of justice and wisdom. In short, the aim is to call on the participants strengths of fairness, citizenship, and leadership through the depiction of the wrongs that can result when people do not act, and to fortify them against being sucked in by the forces of the situation. By introducing the participant to situational effects, the hope is that they gain situational perspective they may not have had before so that their curiosity will be piqued and by asking follow-up questions when confronting potentially disastrous social situations they will be able to refine their judgment of future situations and improve their ability to act to everyone's benefit if something is wrong.

### **The Course — Week 2**

Week 2 of the course begins with a video showing the previously mentioned Milgram experiment (1963) and some of the participants in that experiment who refused to continue "shocking" another person even at the verbal prodding of the experimenter. The aim of this week's lesson is to channel the indignance generated by the knowledge of situational influences from Week 1 into the courage to act. The lesson presents examples of everyday heroes who resisted influence and "what would you do" situations in video and text where the participant can practice crafting a response and imagine their way through the emotions they would encounter in a similar situation. This is where the participant will practice the emotional skills necessary for heroic action: overcoming inertia and fear.

### Week 2 Concepts

The theoretical underpinnings of this lesson include what Salovey, Mayer, and Caruso call emotional intelligence (2004), Brown and Ryan's (2003) intrinsic motivation, and Baumeister, Gailliot, DeWall, and Oaten's findings about self-regulation (2006). Though these are not shared with the participant explicitly, they inform the lesson in the following ways.

To understand how we might manage emotion, we must first understand the domain of emotional competence, or what Salovey, Mayer, and Caruso call emotional intelligence. Their emotional intelligence model predicts positive outcomes in domains as diverse as education, corporate life, the political arena and marketing, and it divides emotional intelligence into four branches: perceiving emotions, using emotions, understanding emotions, and managing emotions (2004). This last branch is crucial because having access to the appropriate emotions means we can lift ourselves out of bad moods, stay positive when we need to, feel appropriately negative when the situation arises, and enhance others moods; factors that improve social functioning and achievement across domains of life. This management of emotions is a regulatory process that

requires—among other things—the ability to employ strategies to change moods. This ability, however, relies on the belief that one can modify their emotions.

Since the most effective way to increase the belief that one can manage their emotions is through experiencing the management of emotions within themselves, let us consider the most immediate means we have to do that. When emotions get out of hand, our first line of defense is self-regulation. A number of studies have demonstrated that self-regulation—"the trait that allows us to override and alter our responses" (Baumeister, Gailliot, DeWall, & Oaten, 2006, pp. 1773)—works like a muscle that tires and can be overcome by the initial impulse it sought to control. In the studies that revealed this finding, subjects were given at least two tasks that required self-regulation and were tested on their ability to self-regulate in each. Invariably, participants showed weaker self-regulatory ability on the second task than on the first. Further studies showed that, like a muscle, self-regulation can be built up so that in future attempts it can be more successful at continuing to regulate impulses, and that it is responsible for all attempts at self-regulation regardless of the domain. This means that building self-regulation through exercising inhibition in one area of life will result in increases across the board for self-regulation. Therefore, for those seeking to better manage their emotions, following any program designed to strengthen the self-regulation muscle will work to increase the ability to override and alter emotional responses that need checking.

But emotional management is not just about inhibiting emotions. Once we successfully stop an undesirable emotional impulse, we often want another more desirable emotion in its place. Finding the right emotional response means recognizing different emotion options and choosing the one most likely to bring about our desired outcome. The path to increasing this "choicefulness" is the cultivation of mindfulness: "an open and receptive awareness of and



attention to what is taking place in the present moment" (Brown & Ryan, 2003, pp.116).

Mindfulness goes beyond simple impulse control. It facilitates self-knowledge, making more obvious which is the right choice for us. The use of mindfulness shifts the emotional management process away from self-control, which relies on internal rewards and punishments, toward regulatory processes like consciously weighing options against personal values and making decisions that enhance internal congruence. This, in turn, leads to greater autonomy and self-determined behavior for the individual—phenomena which themselves have been shown to enhance well-being (Brown & Ryan, 2003). Importantly, training in mindfulness enhances participants' capacities to invoke it, which means that, like self-restraint, mindfulness can be increased to improve our overall ability to manage emotions.

The exercise of self-restraint and mindfulness in emotional regulation has yet another positive effect. Each successful attempt at emotional regulation builds our self-efficacy in emotional management, a belief that we can continue to regulate our emotions in future situations. This phenomenon is significant because "individuals differ in the expectancy that they can alleviate negative moods" (Salovey, Caruso, & Mayer, 2004), and those with high self-efficacy are more likely to be resilient to setbacks instead of becoming self-diagnostic which hinders efforts to assess and solve problems (Maddux, 2009).

Self-efficacy is so important to behavioral change across domains that building it should not be limited to just positive first-hand experiences with the desired behavior change. Other methods of enhancing self-efficacy in emotional management would include observing others managing their emotions, imagining oneself effectively managing emotions, and getting positive feedback from others when they observe the individual effectively managing emotions.

Regardless of the method we use to increase our self-efficacy at managing emotions, the outcome is an enhanced capacity to do so.

Given these findings, the Week 2 lesson is structured to build emotional skills without relying too heavily on self-regulation. Instead—especially given that our participants self-select into the program—we assume that showing compelling stories of heroes and anti-heroes will evoke elevation ("a warm, uplifting feeling that people experience when they see unexpected acts of human goodness, kindness, and compassion that makes a person want to help others and to become a better person himself or herself") and social disgust ("the emotional reaction [revulsion] people have to witnessing others moving 'down', or exhibiting their lower, baser, less Godlike nature... moral depravity") respectively (Haidt, 2000). These then will engender intrinsic motivation to act heroically in situations even when the muscle of emotional self-regulation is fatigued or not well-enough developed.

### Week 2 Strengths

This week's lesson attempts to develop bravery tempered by humility, prudence and self-control the participant's budding courage doesn't turn into foolhardiness.

### **The Course — Week 3**

The third week of the course focuses on helping the participant find a heroic calling. The objective of the lesson is that the participant will apply what has been learned thus far to his or her life and create a commitment to act heroically within an area of authentic concern. At the end of the lesson, the participant will have made a commitment to take a specific action toward this end in his or her life within the following week. Again the format will include examples of heroes—but this time unlikely heroes who have persisted in the face of repeated failure and those who have overcome obstacles. As a person builds a heroic life, they will undoubtedly face their

own set of obstacles. This lesson helps prepare them to push through the setbacks they encounter by debunking the myth of the great man and showing the mottled pasts of people we look up to. In the lesson, we use as examples Abraham Lincoln's long history of failure before his successful presidential campaign and the abuse-riddled past of Oprah Winfrey.

### Week 3 Concepts

In the third lesson, the theories which support the content will lie mostly in the background while the participant is led through an appreciative inquiry focused on his or her own life. The first of these background concepts is Joseph Campbell's (1968) monomyth based on his readings of the heroic stories of the world. In synthesizing the meta story that all the stories Campbell surveyed told, he illuminated a heroic journey that is central to all heroic myths. In this monomyth, the hero moves through a series of stages: the "monomyth". First, starting out in the ordinary world the hero receives a "call to adventure" (p. 42) which thrusts him into a strange world. Once in this strange world, the hero faces a "road of trials" (p. 81), either with or without assistance, which culminates in the hero having to survive an extreme ordeal in order to achieve his goal. The achievement of this goal is often accompanied by enhanced self-knowledge on the part of the hero who can then decide to take the fruits of his quest back to the ordinary world and apply them to better it.

Although we will not be explicitly sharing a list of heroic archetypes so as not to overwhelm the participant, it is instructive to have a grasp of the different approaches to heroism that our participants may take and to ensure the lesson can—to the extent possible—enable a broad range of future heroism which will undoubtedly take different forms in different participants. Pearson (1991) suggests 12 archetypes of heroism, based on Jung's archetypes, but discusses six of them in the most depth. They are the Orphan whose task is to survive difficulty,

the Wanderer whose task is to find him or herself, the Warrior whose task is to prove his or her worth, the Altruist whose task is to show generosity, the Innocent whose task is to achieve happiness, and the Magician whose task is to transform.

Finally, in addition to the benefits to society, the hero's journey can be a central source of meaning for our participants. We can point our participants to the online Personal Meaning Profile (Wong, 1998) to establish what particular domains are most responsible for the meaning in their lives. By taking a snapshot of what their dominant meaning sources are our participants will be better prepared to decide in which area of life they would like to pursue their heroic journey.

### Week 3 Strengths

It is difficult to think of a character strength on which the heroic life does not rely, however, this week's lesson focuses on building integrity and persistence driven by hope and purpose. The examples of heroic lives which start the lesson provide a vicarious experience of integrity and persistence. Following these examples is the text of the lesson, which leads the participant through a personally-focused appreciative inquiry to discover a life area of authentic concern. The intent of this section is to help the participant clarify what purpose-driven action looks like for him or her and to inspiring hope that those actions can be fruitful. Because the recollection of high points is at the heart of appreciative inquiry, the self-efficacy built through this exercise will be built by the most potent mechanism to increase self-efficacy—personal experience (Maddux, 2009).

### **The Course — Week 4**

Where the first week built the intellectual skills of heroism, and the second week the emotional skills of heroism, the final week of the course is concerned with building the social

skills of heroism. The theme of this lesson is connecting with others and its objective is to give the participant concrete social tools to use when talking with others about things that are important, whether in stopping would-be villains or recruiting heroic partners. The call to action for this week will ask the participant to enlist another/others in their heroic actions, both to bolster their own progress and to increase the diffusion of heroic action.

#### Week 4 Concepts

Because this lesson is still being built, it is not yet clear what the central concepts will be.

#### Week 4 Strengths

While the ability to create and maintain dialogue undoubtedly employs many socially-focused characters strengths (e.g. humor, love, kindness, forgiveness, and appreciation of other's beauty and excellence), the umbrella character strength this lesson targets is social intelligence.

#### **Evaluation**

The assessment of the Hero Pledge will employ two different streams of data. One stream will be from web analytics which will give clues to the behavior of people on the site itself and thereby the success of the materials in attracting and keeping an audience. The second stream will be a program evaluation of the course to assess the effectiveness of the Hero Pledge in developing the heroic abilities of its participants and creating more heroic action.

Web analytics will track how many people take the Pledge, select to add themselves to the HIP mailing list through taking the Pledge, sign up for the course, and complete the course. Additionally, we will track click-through rates between the HIP home page and the Pledge to identify areas of successful conversion from visitors to participants and areas where we lose visitors and participants.

The program evaluation of the course will employ a pre- and post-survey model to investigate what change occurred in participants. The pre-survey will be offered to anyone taking the Pledge and will be required for those taking the course. In this way, we will be able to establish a baseline to judge behavior change of course takers, as well as determining what the baseline might be for the population at large. This will allow us to compare the baseline characteristics of those who chose to take the course versus those who did not so future efforts can target the segments of the population that the initial course offering did not attract. Course participants will receive an e-mail each Friday during the course which will prompt them to do a "1-minute Check-in": an ongoing survey which will enable HIP researchers to determine the behavior change week over week, as well as to compare the baselines scores of participants against their final scores.

Ultimately, the metrics the initiative seeks to impact are the actions taken by the course participants and their progression along the path outlined in Kincaid, Piotrow, Rimon and Rinehart's Process of Behavior Change Framework (PBCF)—described below (1997).

#### Processes of Behavior Change Framework

Although the Stages of Change Model or Transtheoretical Model (TTM) (Prochaska, Norcross, & DiClemente, 1994) is undoubtedly the most commonly used model for tracking behavior change, because the TTM was conceived for the cessation of addiction, the Process of Behavior Change Framework is better suited to the Hero Pledge because it was developed for the adoption of healthy behaviors. In particular, "what is noteworthy [about the PBCF] is the notion of the advocacy behaviors within one's social network as a behavioral maintenance strategy, a recruitment strategy and as a social media [strategy]" (Lefebvre, 2009). This behavioral strategy may not be particularly relevant when working to stop an addiction, but can be very helpful in

adopting and maintaining a healthy behavior, especially given the digital social networking tools available today.

According to the PBCF, an individual adopting healthy behavior moves through the following processes:

- Pre-knowledgeable: the individual is unaware of the problems or their personal risk.
- Knowledgeable: the individual is aware of the problem and understands what the relevant desired behaviors are in response to that problem.
- Approving: the individual is personally in favor of the desired behaviors.
- Intending: the individual has the desire to take the desired behaviors.
- Practicing: the individual is actively engaging in the desired behaviors.
- Advocating: the individual advocates the desired behavior to others.

To measure the movement of each participant through the PBCF, both the pre-survey and post-survey have the following question in common:

Question: Thinking of the past week, would you say (check all that apply):

- you know what it takes to be a hero.
- you approve of heroic behavior.
- you want to act heroically when presented with an opportunity.
- you have acted heroically when presented with an opportunity.
- you advocated that others act heroically.

In addition, the post-survey includes an open response question to elicit descriptions of actual behaviors the participant engaged in that week. Its purpose is first as a prompt to help the

participant think about their heroic development in terms of behavior for that week, but this step also helps act as a check against the answers given in the multiple choice question and provides a databank of heroic action taken by our participants which can be mined for future initiatives. Lastly, the post-survey includes an option for the participant to share this short description of their heroic behavior and/or development with their online social networks.

## **Issues**

### Programmatic

Offering a program whose express purpose is to get people to do risky things has the potential of opening the organization up for legal liability. Although we assume the audience will be adults, there will undoubtedly be younger members of the public who visit the site, especially since the HIP site will also be hosting material for HIP's Education initiatives. Because of these cases, the calls to action are worded as much as possible to incite the participant to act in way that balances risk with wisdom. As a final measure to protect the organization, there will, of course, be an online terms and conditions form to sign before taking the course.

A second issue with the design of the program is the lack of formative evaluation. Unfortunately, our budget, resources and schedule will not allow us to hold focus groups on the concepts or to test market the experience end-to-end to get feedback from individuals like those who will eventually take the Pledge and course prior to release. As a result, there may be blind spots in content, tone or user experience of which we are not aware. A further consequence is that audience segmentation is almost non-existent—a major faux pas in marketing of any kind ("The first lesson of social marketing is that there is no such thing as targeting the general public" (Weinreich, 1999, p.5).)

### Research



Our programmatic design poses certain limitations for generalizing our findings with Hero Pledge participants to the general population. First, the sample will have self-selected into the program which makes them different than the general population. Furthermore, it is unlikely we will have much international representation since the initiative will run in English. Consequently, our results will have to be viewed with the understanding of the limitations of our sample.

### **Conclusion**

The impact the Hero Pledge initiative can have is, in some senses, the promise at the intersection of positive psychology and culture change. Life is not just about feeling good; it is also about doing good. However, some good is easier to do than other good and the good that is harder often does not get done. That gap is where the Hero Pledge focuses its efforts.

One aspect the initiative does not directly address is the difficulty of finding the right side. To do so, one needs to be honest about whether he or she is keeping information from themselves in decision making. A further question might ask if the actor is using the widest possible moral circle or has conveniently disregarded viewpoints or parties that cannot speak for themselves.

Ultimately, this starts to require an extraordinary amount of cognitive processing which cannot be expected of every member of society. What is moral has to be judged in accordance with the capacity of the actor. Did the actor do the best he could? If the program can convince people that they should 1) care enough to try to get it right and 2) that getting it right more often is worth the development of the capacities that would allow that to happen, then the program will have created worthwhile effects. If the program can further develop those capacities that help

people get it right more of the time, then the Heroic Imagination Project is much more likely to create the heroic action in the world that its mission calls it to create.

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## **Appendix A: Heroic Imagination Project Vision and Mission Statement**

Transforming compassion into heroic action.

Create an international organization and social movement based upon the work of Dr. Philip Zimbardo, which advances Everyday Heroism by encouraging expression of the positive attributes of human nature as an antidote to inaction, inhumanity, and injustice.

### **MISSION**

To encourage and empower individuals to develop the personal attributes leading them to take heroic action during crucial moments in their lives, on behalf of others, for a moral cause, and without expectation of gain. These attributes include integrity, compassion, and moral courage, heightened by an understanding of the power of situational forces, an enhanced social awareness, and an abiding commitment to action.

### **PROGRAMS**

HIP programs are designed to develop the social habits and proactive behavior of heroism. These programs are comprised of information and exercises that build the self-awareness and situational savvy necessary to recognize and respond appropriately to adverse situations – in essence, to catalyze the socio-centric attitudes and willingness to act which are essential for everyday heroism.

We are now developing specific program modules for scholastic, corporate, and military audiences. Our initial program is being launched in middle and high schools and provides young people with tools to encourage heroic self-identification and fortify their moral framework, and coaching to help them act beyond their comfort zone. Our corporate education programs are currently in design and will roll out later in the year. We are also launching a comprehensive website that will celebrate the community of everyday heroes, while taking our mission and our

programs to the general public.

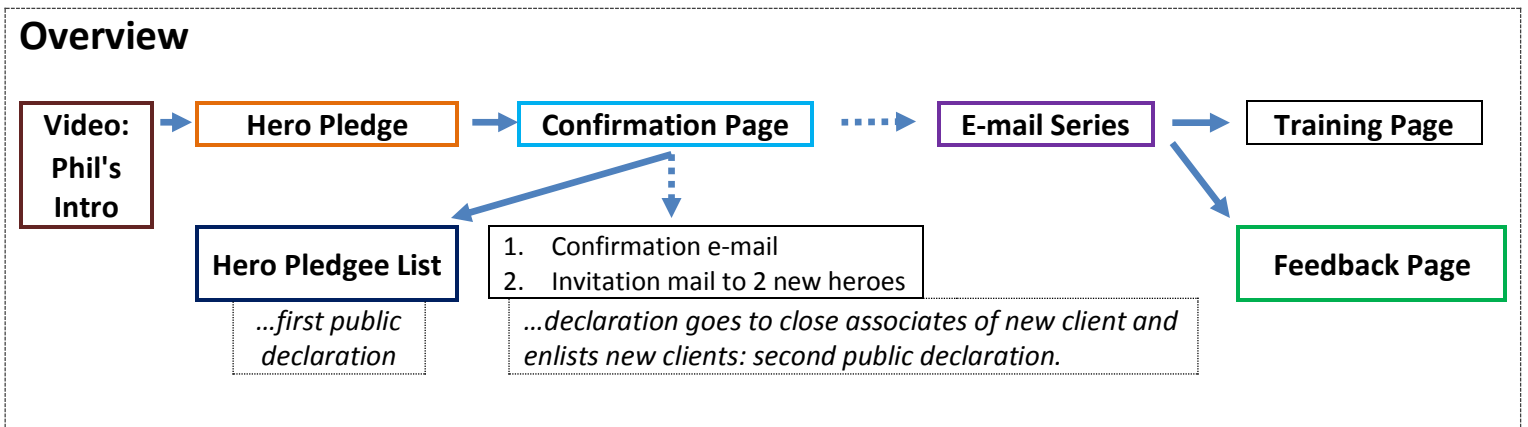
As the foundation of all its activities, HIP develops, promotes, and disseminates empirical research on heroism to ensure that our programs reflect the latest psychological and neurological research into heroic behavior. We are currently working with major universities to research several seminal issues, such as understanding the factors that prompt or inhibit individuals from taking heroic action.



## Appendix B:Hero Pledge Experience Mock-up

### Concept references:

- 3-Minute Oath ([Oregonians Against Sex Trafficking](#))
- E-mail series ([Walk of Life Program: 10-Week Walking Fitness Program - About.com](#))
- List of signatories ([Help Save Japan's Dolphin's - The Petition Site](#))



### Video: Phil's Intro Outline:

<b>Welcome</b>	Introduction to Phil and his background
<b>Fortify</b>	Stanford Prison Experiment & Abu Ghraib connection
<b>Inspire</b>	"Heroism is the antidote for indifference and evil." People around the world are answering the call to become heroes. Blurb about HIP's mission.
<b>Call to Action</b>	The need for heroes has never been greater. Request to take the Hero Pledge...

### Take the Hero Pledge

- I pledge to act when confronted with a situation where I feel something is wrong.
- I pledge to develop my heroic abilities.
  - Enter e-mail address to begin your Hero Development E-mail Series:
  - Check to also subscribe to our e-newsletter.
- I pledge to ask 2 other people to joining me in taking the Hero Pledge.
  - First new hero:
  - Second new hero:
- I pledge to recognize heroic capacities in myself and others, so I can build on them.

Name:  Location:   
 Date:

[button]  
 [goes to Confirmation Page]

Button links to other page.

Page name [Hero Pledge]

### Thank you for taking the Hero Pledge!

Please take a moment to recognize the ways you're already ready to be a hero:

- I have stood up to someone who was acting like a bully.
- I have admitted a mistake I made and apologized.
- ...

A confirmation e-mail has been sent to the e-mail address you provided. Please click the link in the mail to ensure you'll begin the Hero Development Series.

[button]  
 [goes to Hero Pledgee list]

[Confirmation Page]

### We took the Hero Pledge!

- # 123,755: Martin Huml, San Francisco, CA took the Hero Pledge on 8:31am, Mar 13, 2010
- # 123,754: Phil Zimbardo, San Francisco, CA took the Hero Pledge on 8:14am, Mar 13, 2010
- ...

[Hero Pledgee List]

**Welcome to Week 1 of your Heroic Imagination Project  
Hero Development e-Series!**

Please click below to begin your Hero Development activity for this week.

[Image of what Week 1 training page looks like.] = [link to Week 1 Training Page]

**... 3 more like this for Weeks 2 through 4.**

- 
- 
-

## Hero Development E-mail Series

The e-mail series will keep people engaged, get them on HIP's mailing list, and keep them abreast of what is going on with HIP if they choose to sign up for an e-newsletter. To facilitate rapid development, the series should be short (8 mails, 2 per week). The first e-mail each week would introduce a component of heroic action and include one activity the client will perform on the website. By having the client click through to the site and enter their commitments there, we can track what actions clients are taking (and leverage them for future material if given permission). This will also facilitate additional commitment for heroic development by providing an opportunity for the client to physically write out their commitment while the site acts as a 'witness'. The second e-mail would solicit a client check-in to maintain momentum for their personal change and so we could evaluate the efficacy of the campaign.

### Training — Basic Structure:

Each week our client will be sent an e-mail with a teaser and link to that week's training webpage which is hosted on the HIP site. Each weekly training page will have the following 3-part structure:

**1. Video (4 minutes):**

Each video will begin with a cautionary tale (~2 minutes) which will fortify the client against wrong doing (e.g. Stanford Prison Experiment, Millgram experiment, Human Zoo scene, etc.) and end with an example of a model hero (~ 2 minutes) which will demonstrate heroism and inspire the client to heroic action.

**2. Brief Text (4 minutes):**

The brief text will first explain, in appropriate depth, the material for the week (e.g. resisting situational influences, celebrating heroism, acting heroically, and recruiting others).

The brief text will then lead the client through a thought exercise to begin building the skills of heroism.

**3. This Week's Action (2 minutes):**

The client will be asked to set a goal for the week with guidance about what that goal should be like.

### Style Guide:

The writing should be clear, concise, and compelling and no higher than 8<sup>th</sup> grade reading level. The text should invite the reader to consider his or her experience (e.g. "Think about a time you've seen...").










### High-level Training Progression:

- Week 1: Fortify with Knowledge
- Week 2: Inspire with Emotion
- Week 3: Coach to Action
- Week 4: Spread Heroism

**Week 1 - Knowing**

"Get Smart" [Knowledgeable]










Learning Goal: The client will (1) become knowledgeable about situational influences that can incite hostile behavior in themselves and others, and (2) be exposed to a heroic alternative.

Pri	WEEK 1		Objective						
1	<b>Video (Fortify -&gt; Inspire)</b>	<p><u>Fortify</u>: Stanford Prison Experiment &amp; Abu Ghraib (2 minutes)</p> <p><u>Inspire</u>: Joe Darby (1 minute)</p>	To introduce the influence of the situation & provide cautionary tales that both tie in Phil's primacy in this work and show its present-day relevance (Abu Ghraib)... ending with an inspiring story about overcoming situational influences to be a hero in exactly these kinds of situations.						
1	<b>Brief Text</b>	<p><u>Example text</u>: What does it take to be a hero?</p> <ul style="list-style-type: none"> <li>• Being yourself; letting others be themselves (including "dare to be different" &amp; maintaining unique individual identity; recognizing others' unique individual identity)</li> <li>• Broadening perspective               <ul style="list-style-type: none"> <li>○ Being mindful (including being 'frame vigilant' and recognizing unjust authority)</li> <li>○ Being responsible (including admitting mistakes)</li> <li>○ Awareness of future consequences</li> </ul> </li> <li>• Leading groups toward moral action - influence skills</li> </ul> <p>How do you know the action is the right action?</p>	<p>To fortify the client with an understanding of situational influences and their antidotes.</p> <p>(Some condensation of Resisting Influence from: <a href="http://www.lucifereffect.com/guide.htm">http://www.lucifereffect.com/guide.htm</a> )</p> <p><i>Asks client to get clear on what it means to act heroically. In-site resources and exercise to recognize heroic action they've seen and what was heroic about it — guided by a rubric.</i></p>						
1	<b>This Week's Action</b>	<p><i>Asks client to log situational influences they've seen at work in their lives.</i></p>	Embed the knowledge into the client's everyday understanding of the world so it is top of mind when a hero-needed situation arises.						
3	<b>Option: Share the Commitment</b>	<table border="1"> <tr> <td></td> <td>Share by e-mail</td> </tr> <tr> <td></td> <td>Add to your Facebook page</td> </tr> <tr> <td></td> <td>Tweet it!</td> </tr> </table>		Share by e-mail		Add to your Facebook page		Tweet it!	<p>Make the commitment more public by having the client post it to their Facebook wall, Twitter account, or e-mail it to someone they care about. [Side effect -- draws more traffic to HIP and Hero Pledge sites.]</p>
	Share by e-mail								
	Add to your Facebook page								
	Tweet it!								

## Week 2 - Deciding/Committing/Feeling

"Get Pumped/Psyched" [Intending]

Learning Goal: The client will (1) become knowledgeable about the criteria for heroic action, and (2) practice the emotional skills necessary for heroic action.










Pri	WEEK 2		Objective						
1	<b>Video (Fortify -&gt; Inspire)</b>	<p><u>Fortify</u>: Human Zoo By-stander effect &amp; Milgram experiment</p> <p><u>Inspire</u>: Examples of stand-up-ers, for example video of Phillip (who refused to complete task in Milgram '09) : [see timer = 1:40 at this link: <a href="http://www.youtube.com/watch#!v=CmFCoo-cU3Y&amp;feature=related">http://www.youtube.com/watch#!v=CmFCoo-cU3Y&amp;feature=related</a>]</p>	<p>Where Week 1 shows greater atrocities, Week 2 shows everyday situations, bringing heroism home to the client.</p> <p>Social modeling of heroism by everyday people.</p>						
1	<b>Brief Text</b>	<p><u>Example text</u>: Emotion drives our action. When you're confronted with a situation that calls for heroic action it's good to know how to overcome the feeling of fear you might initially have. (Some condensation of Celebrating Heroism from: <a href="http://www.lucifereffect.com/heroism.htm">http://www.lucifereffect.com/heroism.htm</a> or The Banality of Heroism from Greater Good magazine: <a href="http://www.lucifereffect.com/articles/heroism.pdf">http://www.lucifereffect.com/articles/heroism.pdf</a>)<i>Text asks client to vividly imagine what they would do in a scenario they watch (videos of Stanford Prison Experiment, Human Zoo -- if we can make them available, etc.). How would it feel; what would they say; how would they react to resistance?</i></p>	<p>Equips client with the emotional tools necessary to engage in heroic action; overcoming fear of criticism, not over-reacting to make the situation worse, continuing to listen to their gut feelings about their personal safety; overcoming inertia that might prevent them from acting.</p>						
1	<b>This Week's Action</b>	<p><i>Asks client to choose 3 situations in their Week 1 log that they might encounter again and decide on what emotion might have prevented someone from acting. Practice calling up antidote &amp; use this week.</i></p>	<p>Engages the client in deliberate emotional skill building over the course of the week.</p>						
3	<b>Option: Share the Commitment</b>	<table border="1"> <tr> <td></td> <td>Share by e-mail</td> </tr> <tr> <td></td> <td>Add to your Facebook page</td> </tr> <tr> <td></td> <td>Tweet it!</td> </tr> </table>		Share by e-mail		Add to your Facebook page		Tweet it!	<p>Make the commitment more public by having the client post it to their Facebook wall, Twitter account, or e-mail it to someone they care about.</p> <p>[Side effect -- draws more traffic to HIP and Hero Pledge sites.]</p>
	Share by e-mail								
	Add to your Facebook page								
	Tweet it!								



**Week 3 - Doing (Coach)**

"Get Experience" [Practicing]

Learning Goal: The client will (1) apply what has been learned thus far to his or her life, and (2) will create a SMART (specific, measurable, action-oriented, relevant, time-framed) goal to act heroically within his or her life this week.










Pri	WEEK 3		Objective						
1	<b>Video (Fortify -&gt; Inspire)</b>	Everyday heroes in their words. ... Ric O'Barry, etc.	Social modeling. Letting the client see other people like themselves (not someone saintly/"the great man" like Mother Teresa or Mandela, Gandhi, etc). Learn directly from people who've done it what was going through their heads before they acted and what they're reasoning was.						
1	<b>Brief Text</b>	Extended exercise to think of one wrong they've avoided that they can take action on this week.	To take that new learning from the videos of everyday heroes and apply those thought/emotional fortitude patterns to a problem the client cares about. This will be an elicitation exercise that leads to...						
1	<b>This Week's Action</b>	<i>Will ask the client to name a specific action, commit to it, and provide a time by which they will complete it within this week.</i>	Making a commitment to do something about it this week, which will increase the likelihood (since it's a public declaration) that the client will actually do something, learn from their action, and perform more heroic actions in the future. Foot-in-the-door for future heroic action (and next week's ask).						
3	<b>Option: Share the Commitment</b>	<table border="1" data-bbox="594 1570 1019 1730"> <tr> <td data-bbox="618 1581 708 1612"></td> <td data-bbox="716 1581 1011 1612">Share by e-mail</td> </tr> <tr> <td data-bbox="618 1623 708 1654"></td> <td data-bbox="716 1623 1011 1686">Add to your Facebook page</td> </tr> <tr> <td data-bbox="618 1696 708 1728"></td> <td data-bbox="716 1696 1011 1728">Tweet it!</td> </tr> </table>		Share by e-mail		Add to your Facebook page		Tweet it!	<p>Make the commitment more public by having the client post it to their Facebook wall, Twitter account, or e-mail it to someone they care about.</p> <p>[Side effect — draws more traffic to HIP and Hero Pledge sites.]</p>
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## Week 4 - Recruiting

"Get Others" [Advocating]

Learning Goal: The client will (1) learn how to enlist another/others in their heroic actions, and (2) will create a SMART goal to enlist another/others within this week.

Pri	WEEK 4		Objective						
1	<b>Video (Fortify -&gt; Inspire)</b>	Video of heroes in teams (perhaps social entrepreneurs), Example: Polaris Project founders, Katherine Chon and Derek Ellerman.	To demonstrate to clients that two people are often better than one so they're motivated to find a 'partner in heroism' ... thereby creating forward momentum and social pressure to stay on the heroic path.						
1	<b>Brief Text</b>	Lesson's from Cialdini's Influence and how to influence others  Condensation of Crucial Conversations / Confrontations	Give client people and influence skills to get recruit a partner.						
1	<b>This Week's Action</b>	<i>Will ask the client to name a specific action to recruit a heroic partner or team, commit to it, and provide a time by which they will compete it within this week.</i>  <i>Provides a conversation guide for talking ... Will ask the client to name a specific person, commitment to hold this conversation this week, and schedule a time by which they will hold the conversation.</i>	To have the client share their HIP hero development story with someone and recruit that person to become (at least) an accountability partner or a partner in heroism: creating with the client some heroic action in the world that's strengthen by their union.						
3	<b>Option: Share the Commitment</b>	<table border="1"> <tr> <td></td> <td>Share by e-mail</td> </tr> <tr> <td></td> <td>Add to your Facebook page</td> </tr> <tr> <td></td> <td>Tweet it!</td> </tr> </table>		Share by e-mail		Add to your Facebook page		Tweet it!	<p>Make the commitment more public by having the client post it on their Facebook wall, Twitter account, or e-mail it to someone they care about.</p> <p>[Side effect — draws more traffic to HIP and Hero Pledge sites.]</p>
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## **Feedback prompt mail Weeks 1 through 4 -**

Example text: Did you know recognizing your progress is one of the best ways to maintain momentum for change?

Please click to complete a 1-minute Check-In on your Hero Development this week.

[Image of what feedback page looks like.] = [link to Feedback Page]

### How were you a hero?

1. Type one way you developed as a hero this week:

Check if it's okay for us to use your quote.

2. Would you say this showed that you (check all that apply):

- know what it takes to be a hero.
- want to be a hero.
- will act when confronted with a situation where you feel something is wrong.
- have acted in a situation where you felt something was wrong.
- advocated that others act heroically.

Submit Answers




[button]

[goes to Check-in Conf Page]

[Feedback Page]

### 1-Minute Check-in Confirmation Page

"Because I'm a Client with the Heroic Imagination Project, this week I ... <insert client's phrase here>."

	Share by e-mail
	Add to your Facebook page
	Tweet it!

[Check-in Conf Page]