



Impact of the Heroic Imagination Project Education Programs

Introduction

The [Heroic Imagination Project](#) (HIP) has two education programs – one that is being developed for the corporate world and one that is designed for the education setting. The former is in its pilot stages, and the latter has completed its pilots and is now expanding to wider audience, i.e., college and grade school students and educators. Both are novel research-based and research-generating programs, measuring their impact on participants. Note that since the corporate program is still in the pilot stage, available data at this juncture is mainly qualitative.

Qualitative Data

Corporate Program

The following are testimonials from our first pilot program.

- *"Although I've done a lot of work with communication methods, I now have a totally new embodied sense of acting through fear. It's the 'cue to action' you talk about."*
- *"I look at people on my team differently. The person I used to think was annoying for not going along with the group, I now see as courageous and a good model."*
- *"I did something that had been worrying me that I worked on during the session. It's going well so far! Thanks again!"*
- *"Having everyone do the role playing exercise together in front of each other was very useful. It was a solid icebreaker and felt very different when I actually went up myself."*
- *"I have gained confidence in my abilities to have challenging conversations. It really helps to see other people in my company having similar struggles."*
- *"Immediate utility! I left for a meeting during the session and was immediately able to apply supportive statements and question my negative thoughts in a director-level one-on-one. I want to die with gratitude. The examples that were drawn out were great."*
- *"The role play was fantastic because it made me sharpen my thoughts and conversation strategy. The SUDS (subjective units of distress) scale was very eye-opening. I had no idea my stress levels changed."*
- *"I'm going to have another courageous conversation with my boss after this ;)"*
- *"I already had a courageous conversation in my work group!"*
- *"I feel the forgiveness exercise for me was very powerful. I had a deepened sense of lightening inside, like letting go of heavy weights."*
- *"This second session was great. I'm thankful to have been invited."*



Education Program

The following are testimonials from the pilots.

- *"I am glad that I participated in HIP this year. It felt good to stop complaining about social issues and actually try to help fix them."*
- *"You have the ability to stop and think about things before you engage."*
- *"All [the students] are more responsible and less susceptible to peer pressure. I saw a number of times how a member of the group self-corrected in-group dynamics."*
- *"One of the main concepts that was really brought into clarify is learning how much the situation affects people's behavior, how differently people can act in different situations without even thinking about it based on external stimuli."*
- *"I think the fact that the Heroic Imagination Project even exists is the best part for me because I've spent a lot of time trying to make a difference in my own community, and nothing really felt like it was happening, and there's this entire program based on the fact that stuff IS happening when you do little things."*

Survey Data

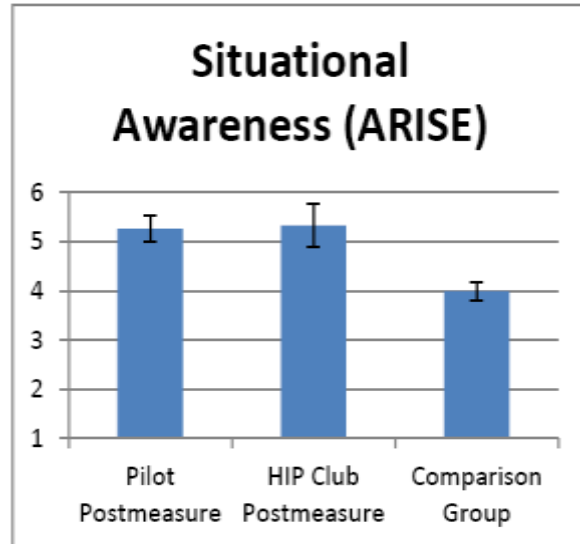
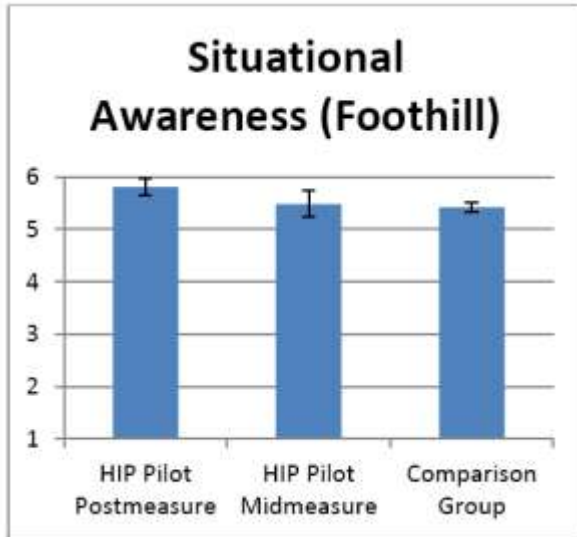
The corporate education program has gathered control data on a 57-item survey (rating scale items with a few open-ended questions), and has administered the preliminary instrument to their first pilot. The post-survey will be administered the first half of December. There is now a second survey with 61 items being administered to a control group. We anticipate data from both instruments in 1Q12.

From the education program, we have data from formal pre-and post-assessments in our pilot programs that illustrate young people have increased their understanding of such "situational awareness," growth mindset and social fitness[®]. We administered a survey that sought data on 17 measures. To make this a focused data snapshot, highlights follow.

Situational Awareness

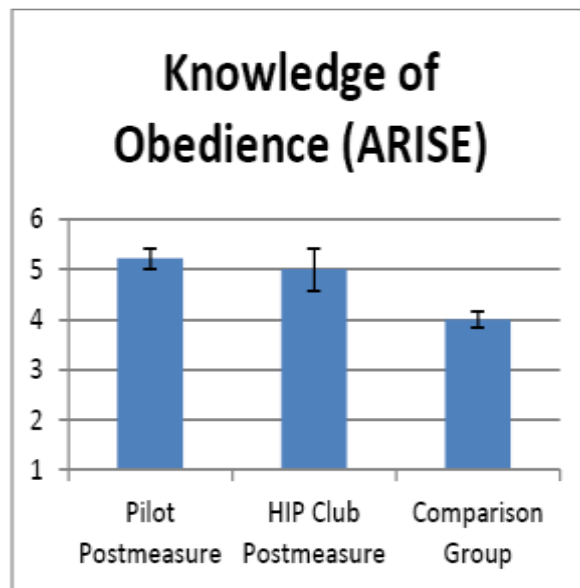
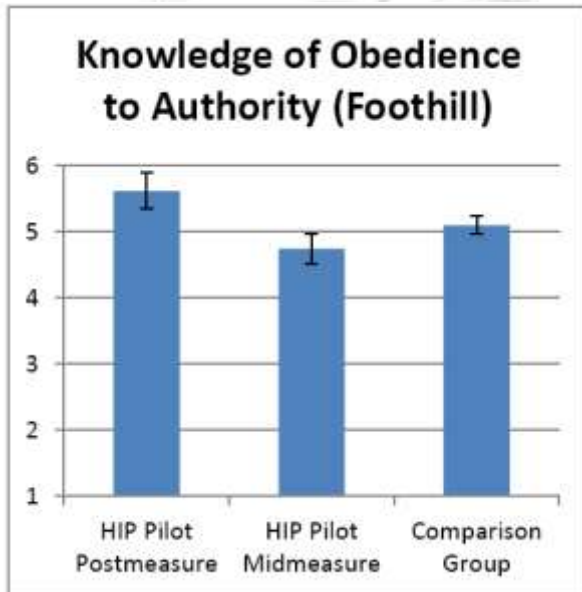
General situational awareness was assessed using the three-item, situational awareness measure developed by Zimbardo & Dickerson (2011). The scale consists of three items regarding an awareness of the power of groups to impact the behavior and emotions of individuals. A mean situational awareness score was calculated for the three items, with the low end (1) representing lack of situational awareness, and the high end (6), representing a high degree of situational awareness.

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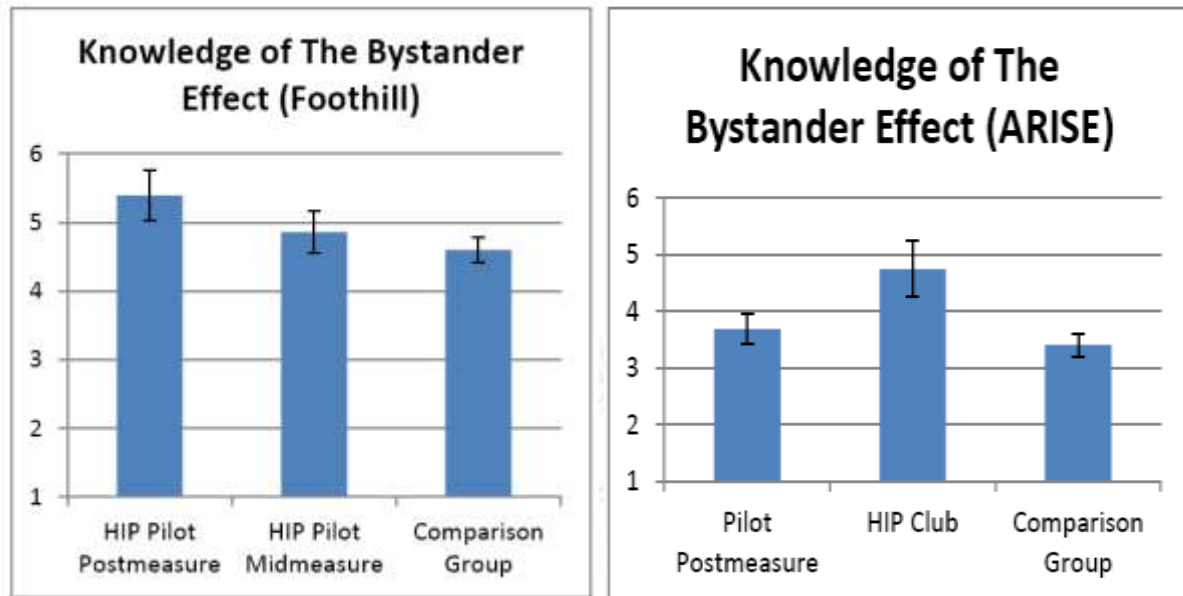
Knowledge of Obedience to Authority

Knowledge of the psychological tendencies involved in obedience to perceived authority was assessed using the three-item, knowledge of obedience measure developed by Zimbardo & Dickerson (2011). The scale consists of three statements. A mean knowledge of obedience score was calculated for the three items with the low end (1) representing the least level of agreement with the statements, and the high end (6), representing the highest level of agreement with statements.



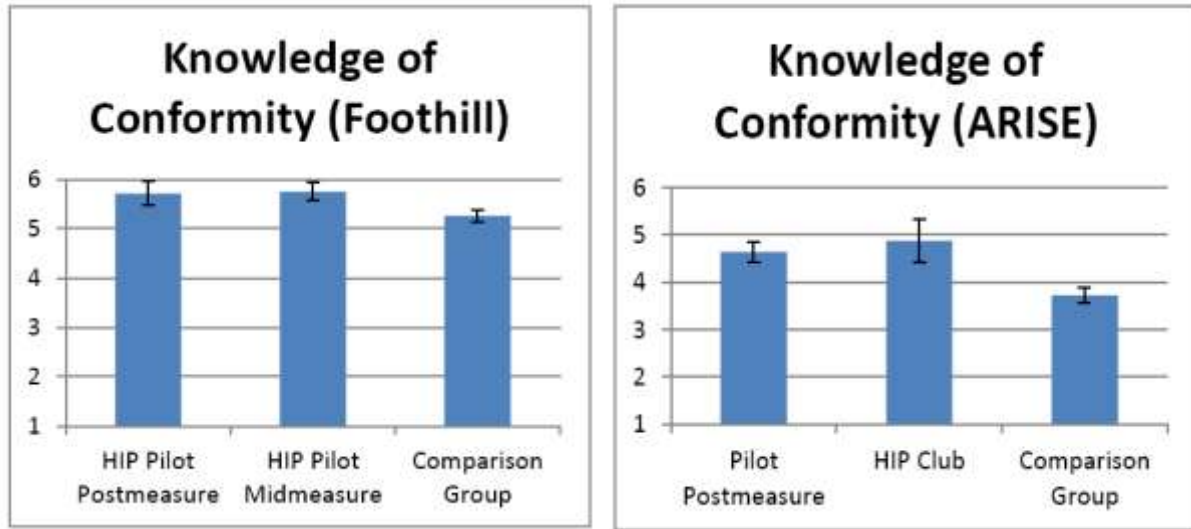
Knowledge of the Bystander Effect

Knowledge of the psychological tendencies involved in the bystander effect was assessed using the four-item, knowledge of bystander effect measure developed by Zimbardo & Dickerson (2011). The scale consists of four items - two positively scored statements and two negatively scored statements. A mean knowledge of the bystander effect score was calculated for the three four with the low end (1) representing the least level of agreement with the statements, and the high end (6), representing the highest level of agreement with statements.



Knowledge of Conformity

Knowledge of the psychological tendencies involved in conformity was assessed using the four-item, knowledge of conformity measure developed by Zimbardo & Dickerson (2011). The scale consists of three positively scored statements and one negatively scored statement. A mean knowledge of conformity score was calculated for the three items with the low end (1) representing the least level of agreement with the statements, and the high end (6), representing the highest level of agreement with statements. The internal consistency of the knowledge measure was .76 in the Foothill Pilot.



Trends and Headlines from Education Survey Data

While the sample size was small (approximately 20 students), ***we got significant results in preliminary data from two socio-economic groups*** (one low-income community in Oakland, CA and the other in Los Altos/Mountain View, CA).

Participating students showed an increase in a “growth mindset” (the capacity to benefit from mistakes and failures in both academic intelligence and in person characteristics). Students who exhibit a growth mindset correlates with higher achievement, a love of learning and capacity to react positively to setbacks – all supported by previous research.

Through HIP sponsored interventions on the high school level, students revealed ***increased awareness and knowledge of such social influences as conformity/peer pressure, bystander behavior and ingroup/outgroup dynamics***. Feedback from teachers and students in one pilot program revealed ***evidence of behavioral change and the application of situational awareness to their own lives***.

Finally, the data from our pilot programs revealed ***self-reported gains in such internal values and skills as empathy, compassion, mindful reflection, forgiveness and reduced tendency toward self-blame***.

HIP Programs by the Numbers

Corporate Program

- To date, we’ve completed a pilot of Module 1 with 34 participants, Module 2 with 24 participants and intend to conduct two to three more pilots in the next six months.
- Our first research instrument, we had a control group of 22, and a participant group of 58.

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- Our second research survey is currently gathering data; as of December 12, we have 70 complete data sets.
- We've presented at two executive education programs (Stanford MBA program and MIT Sloan School of Business), and partner with our Education team to teach a class at UC Berkeley.
- We post weekly (or more often as events warrant) on our Facebook page which has 3000 active users, 2000 friends, and our current weekly reach is 3,061
- 58% of our followers are female and 42% are male; 40% of our followers are under the age of 25.

Education Program

- Reached directly more than 300 young people, grades 6 through 12, through presentations and pilot programs: (120 at Sacred Heart Prep, 70 at Foothill Middle College, 30 at ARISE High School, 30 Chinese exchange students, 40 at Kennedy Middle School in Redwood City as part of Citizen Schools, 30 at Marin Horizon School).
- Worked closely with approximately 20 educators on the secondary school level.
- Worked with 8 college professors.
- Working closely with 10 high school teachers of psychology nationwide as part of TOPSS (teachers of psychology in secondary schools).
- 15,000: the number of visits to our webpage videos.

HIP Reach

Corporate Program

- Our first pilot was conducted in Silicon Valley at Google.
- Other pilots under consideration are based in California, with one possibly taking place in Western/Central Europe (two locations under discussion).
- Our reach in terms of speaking engagements and running mini-pilots with professional associations and colleges has both a national and international focus. Phil is actively speaking and engaging groups in Europe and Mexico, and we'll be in Boston and D.C. over the next couple of weeks.
- Our Facebook and web followers are male mainly located in the United States, the Czech Republic, United Kingdom, Mexico, Poland, Canada and Slovakia.

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Education Program

- We are partnering with organizations in Rwanda and India.
- We are doing workshops in Washington, D.C., Mexico, Southern California and the San Francisco Bay Area.



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