# **KRYPTON COURSE #001**

# Go: How to Overcome Fear, Pick Yourself, & Start a Project that Matters

From the work of Seth Godin

### **ORGANIZER EDITION**

NOTE! Check to see if this is the latest edition or pick up the student edition by clicking here



You could read this curriculum, absorb it on your own and declare victory.

If you did that, it would be like all the videos, blogs and writings on the Net. Useful, perhaps, even important. But you won't be getting the real benefit.

When we learn together, we push ourselves, discover real insights and most of all, dance with the discomfort that's essential to turn education into learning.

At Krypton, our mission is to enable groups of people to come together for brief, powerful, in-person learning experiences.

If you've been invited to a course, we hope you'll give it your best and contribute to each and every session. Or, if you've found this online somewhere, we hope you'll step up and <u>lead</u> a Krypton course.

Learn together.



Go: How to Overcome Fear, Pick Yourself, & Start a Project that Matters

From the work of Seth Godin

"Soon" is the excuse we tell ourselves when we are afraid to start. This course draws on Seth's writing about how ideas spread, marketing, quitting, leadership, and most of all, changing everything.

### Course objectives

- Come to understand why the brainstorming techniques you are using aren't working and develop new techniques that acknowledge fear while producing valuable new ideas
- See the resistance and learn to dance with it
- Explore the edges of a frightening new idea and bring it to announcement and then ship it...



### Week 1, pre-class

#### Read:

- A Hierarchy of Failure (1 min.)
- How to Fail (2 min.)
- Fail Better (1 min.) from Steven Dennis

### Listen:

- The Art of Noticing and Then Creating Krista Tippett Interviews Seth Godin
  - Choose the version that fits your schedule. The unedited version is the raw cut, with the entire conversation included. The edited version is Krista's magical condensation of the most important segments of the original conversation
- Edited Version (51 Min)
- <u>Unedited Version</u> (1 Hr 26 Min)

#### Think and write:

 Your first assignment is designed to help you understand if you're the only person in the world who gets stuck. Identify a person (neighbor, colleague, friend) who has brought something new into the world. It might be a speech, a new product idea, a performance or organization.

Have a conversation about it. Here are some touchpoints:

- Where did the project idea come from?
- Did it succeed?
- Did you define success before you started?
- What fears did you have when starting the project?
- Were they specific or amorphous? What was the thing you feared the most?
- How were you able to acknowledge the fear and move forward anyway?
- When was it most difficult to stick with the project? Why didn't you quit when it got difficult?
- How much of the project's success depended on mastering new skills?

### Week 1, pre-class

Questions to think about... (45 Minutes):

- How did the initiator handle her fears? Did she succumb to them or simply accept them and move forward anyway?
- Do you believe everyone who starts a project experiences fear and self doubt or only some people? Be prepared to defend your point of view to the group.
- Did the project initiator personally have all of the necessary skills or did she find partners or service providers to complement her skills?
- Do you believe projects are easier to start and finish when the project initiator possesses all of the necessary skills or when the project initiator finds other contributors who complement her skillset? Be prepared to defend your point of view in class.

## For the Organizer, session one

#### Ritual:

This is the first day of the first class of the first group. Your chance to establish a ritual, a way to separate the things we were just doing from the thing we're about to do. You could collect smart phones and lock them in a drawer, have people sit in a circle with no table, light a candle, share a reading... make it yours and make it clear that this moment is a bit different.

### Questions:

Ask each person to share one insight they gained about where fear comes from based on the discussion they had with their friend, family member, or colleague

Try to hear from people with opposing viewpoints, and then lead a conversation among those in your group to talk through the concept of fear. The point of this opening conversation is not only to show that everyone experiences fear, but what is different about those who start and finish projects is how they are able to dance with their fear.

When the opening conversation has come to a productive conclusion, ask your group to split up into pairs.

## For the Organizer - Activity

With a partner, talk through a time when fear prevented you from starting a project, taking on a leadership role, or otherwise putting yourself on the line. Do you believe that fear is an indication that you truly care about a potential project, or is fear an indication that you should not pursue a project?

Talk to your partner about how you typically respond to fear. Do you usually shy away from projects or experiences you are scared of OR do you choose to acknowledge the fear and pursue a project anyway?

Name one or more examples of a time when you experienced fear. How did you respond?
What might have been possible if you had responded differently?
Do you regret the way you responded?

Bring the group back together and ask for any volunteers who are willing to share their experiences with fear. After everyone willing has shared, ask the rest of the group what they found most interesting about the conversation.

Round out the conversation by making a group list of tactics and strategies for dancing with fear in order to get started on a project that matters to you. Ask each person to create a daily practice that will allow them to learn to dance with fear regularly

### Week 2, pre-class

#### Read:

- Rules for Off-Roading at Work (4 Min)
- You are your references (4 Min)
- Edgecraft (2 Min)

#### Watch:

This is Broken (20 Min)

#### Think and write:

- When have you gone "off-roading" recently?
- Make a list of three ideas you have for going "offroading" in your life or work.
- Is your career following a set path (i.e. law school → associate → senior associate → junior partner → partner), or are you creating your own path?

#### Think and write:

- Do you believe life is best built on a set path or through projects that add up to a valuable portfolio of experiences over time? Be prepared to defend your point of view in class.
- What is it going to take for you to find yourself on an edge?
   What would your organization or project have to do to fix the broken, to be noticed, to go off road?
- In a world where you are you references, do you believe it is important to have proof of your past projects or will traditional references continue to carry you forward? Be prepared to defend your point of view in class

### Week 2, pre-class

### Think and write:

- Seth talks about the many ways we experience "Broken" in day to day life.
- Broken things represent opportunities to create projects that fix them.
- Take some time to create a list of 5-10 broken things you have experienced recently. For each item, include the following:
- Why do you think it is broken?
- What is the solution that would fix the brokenness?
- What is the absolute shortest amount of time you could complete a project that delivers this solution?
- Of course, you're not in charge of fixing this thing. Why
  doesn't the organization in charge fix it? What are the
  organization impediments?



The electronic sign at the train station tells you the date, but not the time. Why?

### For the Organizer - session two

Optional resource: <u>Stop Stealing Dreams</u>, Seth's manifesto on education, is a great look at something that is broken. It might lead to some projects.

As leader, your goal in this class is to help students understand the value of projects and to brainstorm projects that solve problems that matter. Brainstorming requires an open mind and a safe space. It's worth taking a moment to remind people about what it means for a place to be safe--off the record, no comebacks, no judgments, just support.

### Step 1:

Start the class by proposing one broken aspect of the world. Here are five broken things that might be useful prompts (but feel free to create your own!):

Education
Politics run by money
Deforestation of the Amazon
Nonrenewable energy
Drunk driving

Introduce the broken thing you have chosen at the beginning of class. Give a brief description of how/why the thing is broken. Tell the class that you will be working together to imagine potential projects that might help to solve the problem at hand. Feel free to refer to your leader training manual for best practices for facilitating discussion.

## For the Organizer - Activity

### Step 2:

Find the edges. The entire process of edgecrafting is a recursive quest for edges. Find edges within edges. Challenge the group to top one another in search of the most extreme edge, an edge found without regard for practicality.

Wikipedia lives at an edge: a free (not almost free, completely free) encyclopedia that pays its contributors nothing (not almost nothing) in the quest to include everything worth including.

Here are three questions you can use to tease out potential projects from the group:

- 1. What are smaller subsets of this issue? How might you solve one small problem that would begin un-breaking the problem?
- 2. What are examples of groups, people, or projects already focused on solving this issue? What project could you launch to improve upon the work already being done?
- 3.. What are the extreme ends of the spectrum on this issue? What types of projects could play to those extremes?

The purpose of the first exercise is to get your group thinking about the possibility of solving big hairy issues in the world. They are all broken, and they all need help. Of course, it's much easier to solve someone else's problem, because fear isn't a factor.

By beginning with the vicarious thrill of going to the edge of someone else's problem, we open the door to solving our own.

### Week 3, pre-class

#### Read:

- What Did You Do During the 2000s? (7 mins)
- Poke the Box, pp. 1-12 (12 mins)

#### Listen:

Startup School by Seth Godin: <u>Episode 12 The Dip</u> (22 mins)

#### Think and write:

- Pull out your list of project ideas from the last class session and then answer:
- Is it more important for you to care deeply about the solution itself or the people you are serving? Come to class prepared to defend your point of view.

- How long is the dip for each of these projects? Or, in other words, what is the time required to ship each project?
- Which of the projects on your list do you care about enough to actually start and carry through the dip? If none, conduct a personal brainstorming session to come up with new ideas that reflect who you are and what you believe.
- Which one is most important to you? Pick one.

### Week 3, pre-class

### Think and write:

- Read <u>"8 questions and a why,"</u> then answer the 8 questions based on the project you care most about, and after each answer, ask 'why?' Here are the questions:
- 1. Who are you trying to please?
- 2. What are you promising?
- 3. How much money are you trying to make?
- 4. How much freedom are you willing to trade for opportunity?
- 5. What are you trying to change?
- 6. What do you want people to say about you?
- 7. Which people?
- 8. Do we care about you?
- Bring your project idea and the answers to the 8 questions to class.





#### watch and clock repairing



























Outcome: Understanding what it means to commit

Begin the class with a discussion about what it means to commit to something, based on the homework.

Challenge your group by asking them to talk about moments when they've experienced the dip, either recently or a while ago.

Get together in small groups and ask the following questions:

- 1. Who are the people you most want to serve with your project? How can you define your market in a small enough way that you can be the best in the world? (Recall the Eiffel Tower example from the audio.)
- 2. Has anyone ever done this before? How do you put your work on the line, not yourself on the line?
- 3. What are you willing to do to speak up for your work?
- 4. If this project fails miserably, what is the worst that can happen?
- 5. What are you scared of when you talk about your project? Where is your fear, your soft spot, the thing you're protecting? What strategies can you use from week one to dance with your fear?
- 6. Does this project have a sufficiently small dip for you to power through and finish?

Bring the group back together and ask for one or two people to share

Read <u>"But are you really serious about it?"</u> aloud at the end of class:

I did a gig in New York today about the Dip and it went really well. Afterward, someone asked me a question about his new business. I asked back, "if you accomplish that, will you be seen by your audience as the best in the world, or will you be seen as doing your best?"

He didn't have to answer. He got it.

If you're doing your best, only your AYSO soccer coach cares. If you're the best in the world, the market cares. The secret, if you have limited resources (don't we all) is to make 'world' small enough that you can actually accomplish that.

### Week 4, pre-class

### Read, think and write:

- The Champions On Your Side an excerpt from Steve Pressfield- Everyone needs support as they are pursuing work that matters. Six of the champions are internal. One is external and can contribute to your ability to follow through. As you read through this book excerpt, think about the champions on your side. Write down the specific friends and family in your life that are likely to be helpful as a support system.
- How to Give Feedback via Fast Company -- in this piece, Seth gives advice for giving feedback. When building a support infrastructure, look for people capable of giving analytical feedback, as they'll help you find the path to creating the highest impact project possible. As you read, think through the 3-5 people you believe could give you consistently great feedback. Write them down.

#### Listen

 How to use the Shipit Journal (25 minutes)- During the last session, we're going to be working together to fill in a ShipIt Journal, a now out-of-print bestseller Seth self published a few years ago. This brief audio takes you through each page.

### Download and print:

- The Shipit Journal You might want to load up your printer with lined or graph paper.
- Please print it out and bring it to class. We'll fill it in together.

This is the most important session, and the most straightforward to organize.

The challenge is for each student to fill in the Shipit Journal for the project of their choice. Doing it together, as a group, makes it far more likely that people will push themselves. Your job is to break up the rhythm and have people read their entries out loud, sharing this or that as they go.

Keep raising the bar.

Read this at the end of class:

"Every day, we make a thousand little compromises, avoid opportunities, actions and people--all so that we can stay away from the emotion of fear.

Note that I didn't say, "so we can stay away from what we fear." No, that's something else entirely. Right now, most of us are avoiding the things that might merely trigger the emotion itself. That's how distasteful it is to us.

The alternative? To dance with it. To seek out the interactions that will trigger the resistance and might make us uncomfortable. Are we trying to avoid the unsafe? Or merely the feeling of being unsafe? Increasingly, these are completely different things." - Seth's Blog 5/7/13

### **About Seth**

Seth Godin has written seventeen books that have been translated into more than thirty languages. Every one has been a bestseller. He writes about the post-industrial revolution, the way ideas spread, marketing, quitting, leadership, and most of all, changing everything.

Find out more <u>here</u>.



We hope that this curriculum helped you, and that it provided a springboard for the group to create learning that will last.

If you've got feedback, and we hope you do, we've created a simple three question survey. Check it out <u>here</u>.

To find out more about Krypton, click on the Narwhal to the right...

Thanks for caring and thanks for making a ruckus.

