

My Story





Hope High School 'Life Skills' students and Rhode Island business leaders at the 'Life Skills' class annual networking event in the owner's suite at McCoy Stadium during a Pawtucket Red Sox game in 2014.

“Great stories change lives!”

*“Great story tellers understand their listeners’
hearts and minds and then
create a message that resonates
with what’s already there.”
Great story tellers
spend the time
to understand
their listeners
before building their stories.*

*Getting people to truly listen is
the challenge of every speaker
since
“most people do not listen with the intent to understand;
they listen with the intent to reply.”*

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Stephen R. Covey, “*The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*”

*“Your life is what you make of it.
Not environment, not heredity, but
personal response is
the final determining factor
in our lives.
Herein lies our area of responsibility.
One of the most common tendencies
of human nature is
placing blame on someone else
for sins
we have committed or mistakes we have made.”*

***“Most of the mess that is called history comes about because
kings, (and queens) and presidents (and self-serving politicians)
cannot be satisfied
with a nice chicken and a good loaf of bread.”***

Jennifer Donnelly, *“Revolution?”* Steve Cronin added ‘self-serving politicians.’

Preface

Two words.....
YOUR STORY.

These 2 words can be more important than GPAs, SATs, and ACTs, even 401Ks and IRAs.

More important than the name of your college or the family of your girlfriend, boyfriend, or spouse even it's Gates, Buffet, or Knowles. Your story can have more to do with your future success than any of the aforementioned.

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Whether you know it or choose to admit,

we're all story tellers.

You do it every day.

How? In a simple conversation with a friend or a more challenging conversation with someone you've just met,

you usually share something about yourself. A favorite song or recording artist. Your favorite food. Where you were born. A favorite sports team or video game. Maybe, information about your family. You open up part of yourself to the person you're speaking with.

Then,

good story tellers pause, to listen, to observe,

to find out how the listener is reacting to the story and, then, to give them the courtesy to respond, to reciprocate with their own story, to share something about themselves. The pause shows respect and interest in the person you're speaking with. Pausing also gives time for

empathy, a key ingredient for good story telling and relationship building.



Here's why we tell stories.

Because

**good stories
create opportunities.**

Good stories create curiosity. Good stories cause other people to become interested in you and want to be associated with you. Good stories build interest in your brand and expand your personal network and, as you know, networks create opportunities for friendship, jobs, careers, and ultimately, lifetime success.

**Good stories persuade
and influence.
They protect
and enhance
your brand**

by convincing others you're who you want to be, as a humble friend, as a person of value, to be part of a someone's network.

A good story motivates the indifferent and provides certainty for the ambivalent; heck, the best stories befriend the unfriendly and turn an opponent into an advocate!

"A good story moves peoples' hearts" according to Peter Guber, author of *"Tell To Win: Connect, Persuade, and Triumph with the Hidden Power of Story"*.



the speaker is Tay Thi Nguyen, a young Vietnamese woman, who captures the emotion of an audience telling her story about her incredible passion for education and her struggle just to go to school.

**A well told story
can
"change the world!"**

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according to author and former CNN and CBS news anchor, **Carmin Gallo**. Gallo is the author of *"Talk Like TED"*, a 2014 book sharing the secrets of the best story tellers from the TED conferences. **"TED Talks"** is a series of world wide conferences featuring some of the world's best story tellers who tell personal stories usually associated with technology, entertainment and design, hence the acronym TED. In his interesting book, Gallo offers the following example:

"In March of 2012, civil rights attorney Bryan Stevenson delivered a TED



Attorney Brian Stevenson at TED

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talk to 1,000 people at the annual TED conference in California. Stevenson did not use a PowerPoint presentation. No props. Just the power of his story. For 18 minutes, Stevenson held the audience spellbound by appealing to their heads and their hearts. That day, listeners donated \$1 million to his non-profit organization, The Equal Justice Initiative. That's over \$55,000 for each minute he spoke."

Author **Simon Sinek** suggests

there is something else,

a 'must' ingredient for every story to be effective, to resonate and grab hold of a heart. The

key ingredient for every story is the "WHY", the purpose, cause, or belief that inspires the story teller.

Bryan Stevenson begins his interesting story about his life growing up in the state of Mississippi. He tells his story convincingly; his listeners are fully engaged.

His story becomes unforgettable when he integrates his 'why'

**into
his life's story;**

Stevenson's 'why' is his life's mission to eliminate injustice in the American Judicial System. Stevenson believes too many people are unfairly imprisoned and executed in America and, as a result, the system must change.

The 'why' and the 'way' we tell a story are integral. This means for a story to be effective you must have a 'why' and a 'way' to tell it effectively.

The 'why' and the 'way' you tell your story will influence your acceptance to the college of your choice with the financial aid package you need. It will get you the job or internship you desperately want or maybe even the date you hope for. Most importantly, an effective story will

**help you build a great
personal network**

that will provide a lifetime of opportunities for success.

**The challenge for
the story teller
isn't what's in the story,
because we all have stories
that are
potentially compelling,
but in the 'way' or 'how'
you tell it.**

**So, how best to tell
'your story'
to maximize its potential?**

**Stories become
more effective
when
they're personal.**

Here's a great story about what happens when making it personal. Author **Dan Pink** shares this story in his book "*To Sell Is Human*". *"Radiologists spend large parts of their day sitting alone in dimly lit rooms hunched over computers reading x-rays, CT scans, and MRIs. This isolation can dull a doctor's interest in their jobs. Worse, if the work begins to feel too impersonal, it can diminish the doctor's performance. A few years ago, a young Israeli radiologist had an inkling about how to move his fellow radiologists to do their jobs better. This doctor arranged, with the patients consent and agreement of fellow radiologists, to take photos of their patients. Then, when each radiologist sat at their computer and called up one of their patients CT scans to make an assessment, the patient's photo automatically appeared next to the screen. After making their assessment, each radiologist completed a survey. All of them reported feeling more empathy toward the patient after seeing the photo and, in the process, being more meticulous in the way they examined the scan". Amazing! Just by making it personal!*

When story tellers share personal anecdotes, whether they be failures or adversities, victories or successes, the listener goes beyond listening to understanding and, hopefully, to empathy; in the process, the listener learns potential lessons for their own life.

Personal stories are often relevant to the listener, and in the process, build relationships.

Personal stories remind us we're all the same regardless of our station in life. Race and ethnicity, religious beliefs, educational achievement or socio-economic status, while affective, don't automatically limit one's destiny as so many stories of successful people continually prove.

There's also science behind a good story. *"Story telling is intensified, (made effective) ...by our gestures. Our facial expressions and body posture"*; our tone of voice, inflection, and eye contact are signals which impact listeners according **Marco Iacoboni**, a professor of psychiatry and bio-behavioral sciences at the University of California at Los Angeles (UCLA). When someone sees a story teller smiling or saddened, who looks at their listeners with genuine eye contact, *"my mirror neurons fire up"* claims Professor Iacoboni, *"and I experience immediately and effortlessly what you (the story teller) is experiencing!"* In other words, your story resonates; it captures the emotion of the listener.

When **Malala Yousafzai** shares the story of Taliban assassins boarding her bus one day in October of 2012 and shooting her in the face because

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“I said to myself, Malala, you must be brave. You must not be afraid of anyone. You are only trying to get an education. You are not committing a crime.”
-Malala Yousafzai



she would not stop going to school, listeners' spirits, hearts, and souls are affected. Malala speaks with credibility, sincerity, passion, and believability.



**Please listen to
Malala's
2013 interview
with John Stewart.**

After listening to Malala's interview with John Stewart,

**are you able to determine
Malala's WHY,**

her life's purpose, her fervent beliefs

and the cause she fights for? Write your answer here - _____

Here's another question -

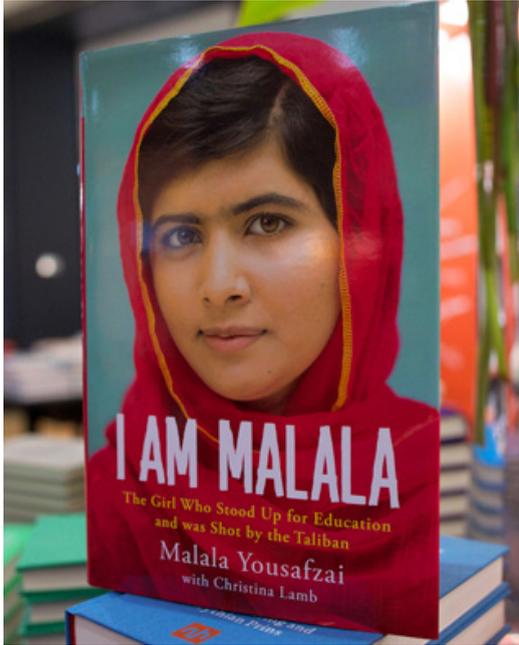
Is there a secret sauce, a key ingredient, that each story teller must make sure of before telling his or her story?

If, you said

"credibility",

you are correct! For any story to resonate with listeners, the teller must have a credible brand. The story teller must be perceived as honest, trust-





Copy of Malala's 2013 biography

worthy, dependable and sincere.

*Without a credible brand,
your story,
regardless of
how convincing you tell it,
is worthless*

simply because listeners won't believe you. You've got to walk the talk!

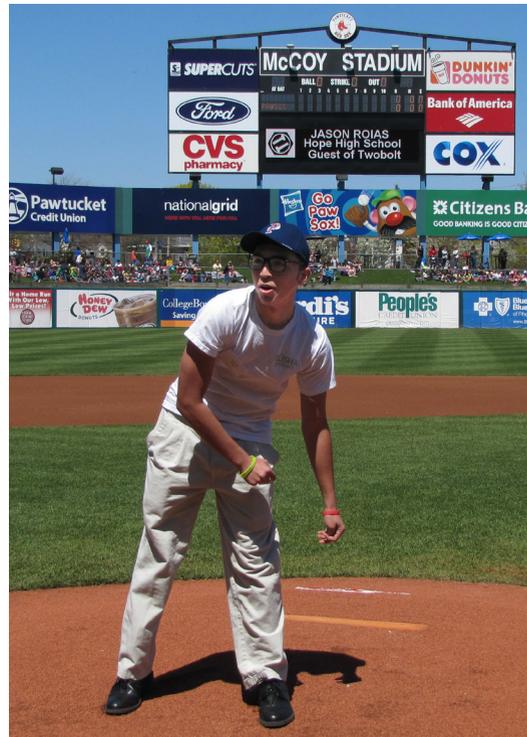
**Here's a local example
for you.**

On May 7th, 2014, Hope High senior **Jason Roias** called me very upset. *"Mr Cronin, I was counting on a job at a Providence company this summer*

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Malala was nominated for a 2013 Nobel Peace Prize



Jason Roias, Hope High School Class of 2014, throwing the ceremonial first pitch of the PawSox game on April 30th, 2013. Jason's pitch was part of Hope High's annual **Life Skills NETWORKING DAY** where students meet representatives from businesses and universities at the game in TWOBOLT's fully catered luxury suite to seek advice, potential internships and build their personal networks.

to help me with my college expenses. They just told me the job was already filled.

***This creates
big problems
for me.***

Mr. Cronin, can you help me find another job?"

"Jason" I said.

***"What have you done
other than
call me?
Of course, I'll help
but***

*have you called contacts in the **net-work** you've been building since last year to see if anyone has information on summer jobs? In fact, did you call the law firm you worked for last summer to see if either they had a job or another Providence law firm in their network might have one? Use your network, Jason!"*

"OK, Mr Cronin; I'll try" he said.

Before Jason hung up, I added the following: "Jason. People like and respect you. You've done a good job over the past year building a positive brand. Take advantage of it. Make the call. Continue to be respectful and appreciative as you always are. Something

good will happen. Keep me posted."

Two days later, Jason called back.

*"Mr Cronin! You won't believe it! I called the law firm I worked last summer. I spoke to my contact there. I told her my story, about not having the job I anticipated and needed for college. She said the summer jobs at her firm had been filled but she would see if she could help. 10 minutes later, just 10 minutes, Mr Cronin, she called back offering me a job. Unbelievable! You know, **I wrote a thank you card** to this woman at the law firm at the end of last summer, when my job was finished, thanking her for the opportunity to work there. I think it helped. Thanks so much, Mr Cronin. You were right."*

"You're welcome, Jason" I said.

***"This proves
three things.***

One, your brand remains strong. Two, you've got a great network and you've developed it well. That 'thank you' card you gave your contact at the firm just paid a big dividend. To make networks effective, you must do things like hand written 'thank you' cards or an occasional 'how are you doing?' or timely 'congratulations' emails to people in your network. This lets these people know you're still interested in them. And, three, you told your story well, with credibility, respect and sincerity. Congratulations."

Everyone has a story to tell.

Just think about it; experiences in your life have shaped your personality, your outlook, your reasons for optimism and despair. We all have these life shaping events in our lives. Now think about the best way to speak about each experience and the way they have affected you.

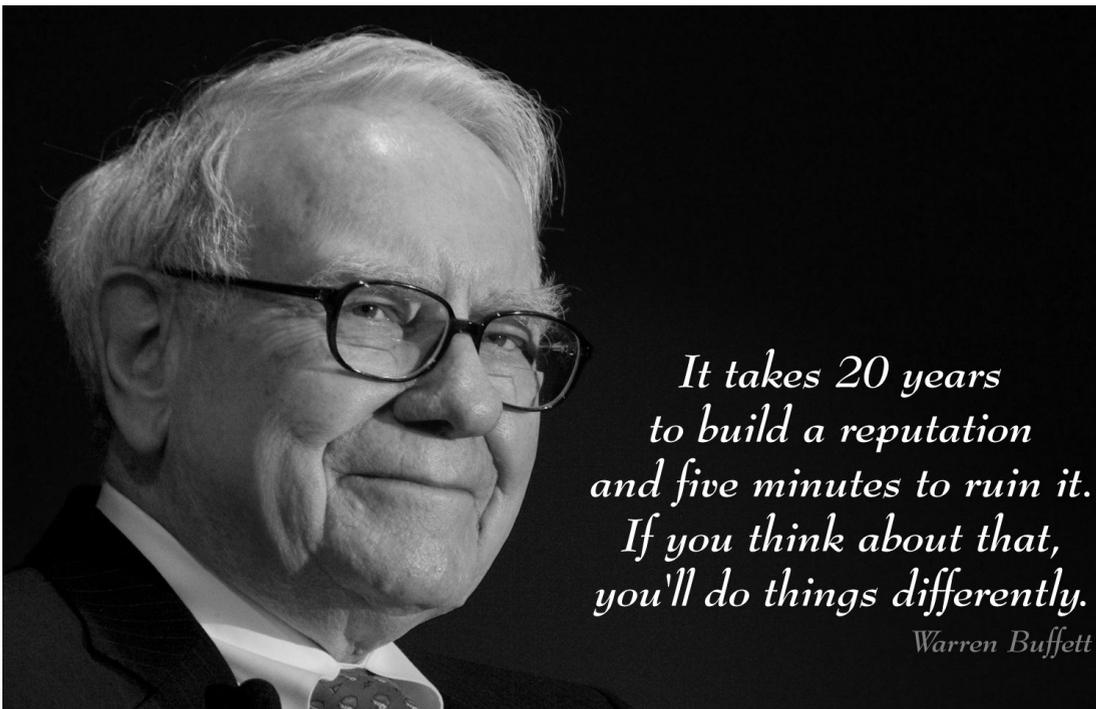
**Speak humbly
but affirmatively,
respectfully but
purposefully,
inform your listeners
how your life experiences**

**have shaped your goals,
your character,
your opinions
and dreams.**

Great story telling starts with courage. Courage to make your story simple. Courage to be authentic. Courage to tell the truth. Courage to share joys and lessons learned along the way.

**Courage
to be yourself.**

Courage should be followed by a commitment to practice, to keep getting better at telling your story. Billionaire investor **Warren Buffett** was once petrified of speaking in public. He





Marta Aparicio, 2010 Hope High School and 2014 Georgetown University graduate

took **Dale Carnegie** public speaking classes to **allay** his fears and improve his presentation. *“I eventually realized if you can’t communicate and talk to other people to get across your ideas, your giving up your potential.”*

**So,
start telling
your story.**

Find the courage to do it and commit

to practice telling it. Because

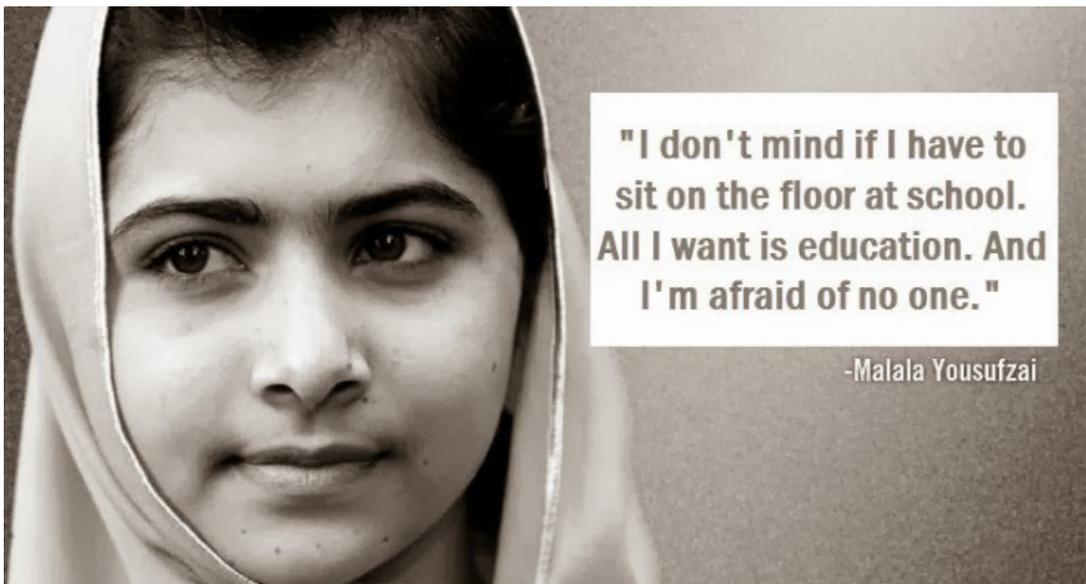
**a great story
may create
the unique opportunity
that could
change your life.**

And now, as 20th century newsman Paul Harvey would say, is *“the rest of the story”*.

Once your story is told a decision needs to be made on what’s next. You could just shake hands and say ‘thanks for listening’. Or,

**if you have a higher purpose,
the next step needs to be
‘the ask!’**

If the purpose of your story or conversation is to make a new friend, maybe a



prom date, to get a business card from an important business person, maybe a job recommendation, an internship, a scholarship, possibly advice from a school counselor or mentor during a difficult period in your life, or just for help,

you need to ‘ask’

You would think asking for a recommendation or the opportunity to schedule another meeting would be easy. Yet, for many of us, asking is worse than going to the dentist! Singing “*You Are The Sunshine of My Life*” to the school principal in front of the entire student body in the cafeteria would be an easier task for some.

Many of us must force ourselves out of our comfort zone to ask

- “do you have a business card I could take with me?” In the process, you give the person your card. And, always say “thank you”.
- “do you mind if I contact you in the future for some advice on the topic we discussed?”
- “I am really interested in learning more about internship (or job) opportunities at your company. Do you have any advice

for ways to apply?”

- “would you like to go to the Drake concert with me on Saturday?”

Here are some suggestions prior to your ask.

Always be respectful and courteous throughout every conversation and always during the ‘ask.’ Make sure you establish eye contact with the person you’re speaking with as you tell your story. Finally, and most importantly, read the signs. There are always signs during every conversation. Listener signs will always inform you how well you’re telling your story and how your brand is being received.

As you tell your story, look for the signs how the listener perceives you.

The signs often exist in the listener’s body language

especially their eyes.

For instance, do the listeners seem





to be interested in your story? Has a key listener exhibited good eye contact with you as you tell your story? Have they asked questions? Have they smiled or shown an appropriate emotion to your story? If the answers to any of these questions are 'yes', listeners are ready for your 'ask'. In fact, some may be hoping you do because they like you or been moved by your story.

If, however, the listener seems bored, uncomfortable, or disinterested, you



may think about limiting your 'ask' to business cards or if you can reach out to them again in the future.

Start with reading the signs as you tell your story or during any conversation.

**The signs will tell you
whether to**



wait or ASK!

Story Telling And Networking

As we've mentioned numerous times during our 'Life Skills' class, building a network of successful, ethical, empathetic, good people is a sound investment throughout life.

A strong personal network creates opportunities

for jobs and internships as well as establishing a relationship with a caring person to help us during turbulent times. Networks also provide channels for giving back to the communities from which we come.

Story telling is one part

of building a great personal network.

As we meet people throughout our lives and identify the best people to be part of our network, the way we're perceived, our brand, and how our story resonates with someone will determine whether or not others decide to become part of our network.

Paul Castain has been a successful business person and network master throughout his life. Here are a few tips for successful network building:

#1: do your research before going to any event where you'll have a



chance to meet potential people to be part of your network. Find out who's attending. Then, check their LinkedIn site and the web sites of their company. The information you find will give you something to talk about at the event you'll attend.

#2. When you meet someone, make the conversation about them. **Ask questions.** Use the information you found in your research. Did you see any similarities between their life and yours? Ask questions relevant to you which the person you've met has experience in. It shows them respect as and, at the same time, you get your questions answered. For example, how did they determine the college they went to? Ask questions about their company or the kind of work they do. And **then, listen;** to understand.

3. **Exchange business cards.** If you get someone's business card, it's an indication they are willing to continue their conversation with you and

they're probably interested in being part of your network.

#4. **Always look directly at the person you're speaking with;** it's a sign of respect. Looking around the room at other people when speaking to someone is perceived as disrespect; the person you're speaking with will be insulted if your eyes wander to other people walking by or in the room during your conversation.

#5. Practice **networking basics:** Smile! Eye contact. A firm, not crunching, hand shake. Say *'please'* and *'thank you.'*

#6. Follow up with the people you want in your network with a **HAND WRITTEN** card. Hand written notes and cards are better than emails because they show you've taken an extra amount of time to express your appreciation with the person you've met.



My Story

Hello! Hola! Bonjour!

My name is George.



I love wearing military clothes. Even though I never fought in any battle or war, I just like wearing this stuff. This is a portrait of me painted by the artist by Sir William Beechey in 1799/1800.

Most of you probably know me as George III, King of England. My full name is actually George William Frederick, from the Hanover family of Germany. If I was alive today and hanging out with you, you'd know me

as

George Hanover.

For the story I'm about to tell you, just refer to me as

'KG three'

This works for me; hopefully, it does for you too.

*I 'm here to tell you my story, a story that's been challenged, twisted and criticized for centuries. Lot's of people, many, like American **Thomas Jefferson**, seemingly felt obligated to say bad things about me. Some criticism is deserved and true; others are not! What troubles me is the harshness of some criticism, the exaggeration of the details, the seeming joy in my misfortune, and the cruel impact this had on my wife, family and true friends.*

There are two sides of every story and I'm about to tell you mine.

***I was born a rich,
German kid
in London.***

There is another long story about how a German family became Kings and Queens of England; I'll get to this another time. My relatives were Kings and Queens, Princes and Princesses, in countries all over Europe. Most European Kings, Queens, Princes and

Princesses were related; we were one big but not always happy family. The Kings, Queens, Czars and Czarinas and their princely families who ruled European countries and kingdoms were known as **Monarchs**. The power of the Monarchs eventually came to end. In England, it was a gradual process caused by people like **Oliver Cromwell** and **William of Orange** who eventually challenged and diminished the power of the Monarch. England still had Kings and Queens but their authority was no longer absolute. The King and Queen now had to share power with a Parliament, something like the American Congress, to make any decisions affecting the country. In France, people became so angry at their King, Louis XVI, they beheaded him! Today, the few Monarchs who remain are only symbols of the past with no real power. England's government, for instance, is a symbolic monarchy which the English want to preserve. **Queen Elizabeth** is our monarch today but England is really ruled by an elected Prime Minister and a Parliament.

I was born in London in 1738. I lived in a beautiful house, some might call it a castle; in fact, my family had many beautiful homes all over England and Europe. My cousins were also rich; they too, Princes and Princesses. I always had a great meals, prepared by great chefs and never had to clean up when I was done; we had servants who

did this kind of thing. I never made my bed; the maids did it. Never had to clean my clothes; either one of my family's many maids did this or our seamstress would make me new ones.

I was a shy child, a bit on the chubby side, and home schooled by smart, well educated tutors. I had access to the best books. I loved science and farming and enjoyed fencing and riding horses in the afternoons. I learned multiple languages; in fact, I had to in order to speak to my relatives. English was my first language, unlike my father and grandfather. My grandfather was **King George II** of England, whose primary languages were French and German. He eventually learned English. My grandfather ac-

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a 1762 portrait of George

tually inherited the position of King of England. I remember him as a cranky guy with a quick temper, who cheated on my grandmother, Caroline, with many mistresses. He didn't like me and hated his son, my father, **Frederick the Prince of Wales**. George II actually called his son,

**my father,
“the greatest liar,
the greatest canaille,
the greatest ass,
the greatest beast in the world
and I heartily wish
him out of it”**

Nice family, huh? You get the idea of the environment I grew up in. Fortunately, George II ignored me until his son, my father, died suddenly in 1751. Not surprisingly, my father had a difficult relationship with his father, King George II; this may explain why my dad lived such a reckless, irresponsible life. When my dad died, George II suddenly got involved in my life and brought in his tutors to replace the tutors my mother, Augusta, hired. Since I became the heir to follow him as King upon his death, George II wanted to train me to be a King like him! King George's tutors acted more like Catholic Jesuits than English bishops. I hated my grandfather's tutors and left them as soon as I reached my 16th birthday to return to my mother and her tutors. But, please, I don't

want to mislead you.

**I still had a privileged life,
the proverbial
silver spoon!**

I tried to be different from my Grandfather, even from my father Frederick; both were unfaithful to their wives and both arrogant people. I didn't want to be a spoiled 'royal,' out of touch with common people like many of my relatives who eventually became Kings, Queens, Princes and Princesses. I really wanted to be a better person. My mother and her tutors fostered these good values of humility, piety, and respect. I went to chapel regularly and prayed everyday. I tried to be nice to everyone.

I created a disciplined lifestyle. I got out of bed early every morning, around 6am. I tried to stay in shape by eating vegetables and good food with small portions and taking long, daily walks, often without guards or servants. I avoided eating sugar.

Author Jeremy Black, who wrote a biography of me, supports this positive description of me:

**“George III was not rude
like George II and
far less waspish than
Prussia's
Frederick the Great....**

*George was described as
'gentlemanly'...
he was ready to apologize
after realizing
he'd made a mistake....
he was frugal,
not wanting to live beyond
his means and
not having to raise taxes...
he drank lemonade rather
than wine....
George was a family man,
enjoyed a stable marriage
that
was different from many other
18th century monarchs”*



1701 portrait of French King Louis XIV. Louis was married twice, first to Spanish wife, Maria Theresa, who gave birth to 6 children. Louis had several known mistresses who gave birth to at least 15 illegitimate children. Louis was King of France for more than 72 years!

*You know, I had a girlfriend in my early twenties named **Lady Sarah Lenox**. I loved her and wanted to marry her. Unfortunately, my mother and my controversial mentor, **Lord Blute**, didn't think Sarah was 'good enough' to be a Queen so they brought me a list of women I could marry. I wasn't happy about this. But, I was committed to being a good son and a good King, so I consented to my mother's request and married a German Princess named **Charlotte of Mecklenburg-Strelitz**.*

You won't believe this,

I didn't meet Charlotte until the day of our wedding. And, she didn't speak English!



Lady Charlotte portrait by artist Allan Ramsey in 1762.

Fortunately, German was my second language. Charlotte eventually learned English but always spoke with a German accent.

I tried to be a good father and husband. We ate together, as a family, each day. I made sure Lady **Charlotte** and I didn't spend extravagantly on our 15 children with exotic trips and toys. I avoided wearing fancy, expensive clothes nor did I go to the formal balls and popular masquerade parties most of Europe's other Kings and Queens hosted and attended. I wanted to be a role model for my sons. I never cheated on Lady Charlotte as my father and grandfather did with their wives. I tried to make sure my children did likewise. I went to church regularly. I believed a person's character, built on honesty and loyalty, was critical to being a good leader in the home and in the castle!

I thought of myself as a life time learner. Wikipedia describes me the following way: 'George III, was passionately interested in farming. During his reign, the British Agricultural Revolution reached its peak and great advances were made in fields such as science and industry. There was unprecedented growth in the rural population, which in turn provided much of the workforce for England's Industrial Revolution. George's collection of mathematical and scientific instruments is now housed in the London

Science Museum; he funded the construction and maintenance of **William Herschel's 40-foot telescope**, which was the biggest ever built at the time. Herschel discovered the planet Uranus, which he at first named *Georgium Sidus* (George's Star) after me, the King, in 1781.' So, I think I was and tried to be a good person.

I'll be very honest with you. I made mistakes, lots of them.

**But two failures
really bother me.
The first, as a father;
the other, as King.**

I was not the successful parent I tried and hoped to be. My oldest son, George, who eventually became my successor as **King George IV**, lived as lascivious a life as my father and grandfather. George IV was everything I tried not to be. Unfortunately, he ended up being a womanizing, selfish, spendthrift, extravagant, arrogant, self-indulging King. George's brother and my second son, **Frederick Prince of Wales**, was as self centered as George IV. Frederick too was wanting in character, accused of taking bribes while an officer in the British army. He was forever in debt because of excessive gambling and spending beyond his means. Frederick was also a **philanderer**, cheating on his wife.

*My next son, who also became King of England, **William IV**, while not as much the rogue as his brothers, did have a few similar qualities. I accept much of the responsibility for my sons' character flaws and, as a result, consider myself a failure as a father.*

*The other great regret in my life was my leadership of England during the American Revolution. I took an **oath** promising to protect and preserve the British empire! I did not want my American subjects to rebel and leave. In retrospect, I now understand why they did but, at the time, I did not.*



an 1833 portrait King William IV, my son, who was King of England from 1830 to his death in 1837. While a prince serving in the British navy and stationed in New York during the American Revolutionary War, George Washington approved a plot to kidnap William. William was never kidnapped; the British learned of the plot and assigned guards to the prince, who had up till then walked around New York un-escorted. (Wikipedia). William had 11 children, 10 of whom, when he was not married and living with an Irish actress named Doretthea Jordan.

***I didn't do a good job
telling
our American colonists
the Empire's story.***

*Borrowing too much money and thus incurring too much government **debt** by spending too much money on troops sent to America to protect our English colonists from the French army and their Indian allies eventually hurt the English Empire and English people. Too much debt always destroys governments, countries, and its people! **First Name, as an American in the 21st century, you know about***

***governments borrowing too
much money!***

*The American cities of **Central Falls, Rhode Island, Detroit, Michigan and Vallejo, California** are just three examples of the terrible consequences of too much government borrowing. I know Americans fought and sacrificed in the wars against the French. I also know American colonists initially were proud to be considered Englishmen not Americans; **Benjamin Franklin** told me this. But, all this borrowing had consequences; it forced me to raises taxes on the people of London and other English cities to pay the loans for the war against the French in America. My subjects in England eventually became angry with me for the high taxes to pay for*



Designed by Helagabalis. A new way to pay the NATIONAL-DEBT, Dedicated to Mons^r Necker. Executed by Seignior.

A political cartoon making fun of the royal family and their apparent selfish ways drawn by the famous 18th century satirist, James Gillray. This cartoon shows the out-of-touch King George III and Queen Charlotte standing before the Treasury, moneybags under their arms, their pockets overflowing and bursting with coins (funds from taxes collected by the Empire's Treasury to cover Royal debts), and William Pitt, the English Prime Minister during the reign of George III, his pockets full of coins, hands the king another moneybag taken from an overflowing wheelbarrow; the Prince of Wales (George's son and the future King George IV) stands to the right looking destitute; a quad-amputee sits on the ground to the left with an overturned and empty hat between the stubs of his legs, which are fitted with prostheses.



Portrait of Benjamin Franklin on America's \$100 bill in 2009. Franklin lived mostly in Europe from 1757 to 1762 and returned to London in 1764 and stayed to the beginning of the American Revolution in 1775. Franklin had a four room house at 36 Craven St in London. The building still stands today!

*the wars. After we defeated the French in the **Seven Year's War** or, as the Americans' called it, **The French and Indian War**,*

***I decided to tax
the Americans too***

to pay for the debts of the war. That's when the Americans began hating me.

I don't want to make excuses and I hope this comment doesn't come across as such but I became King as a young man at 22 years old in 1760. Critics say I was too young, too unprepared to rule a country; others, like my biographer Jeremy Black, claim I was 'not the brightest of monarchs'. The fact is I had a difficult time understanding why the Americans were objecting to taxes I imposed to protect them from the French army and violent Indian attacks.

Now, in retrospect, I get it. I now acknowledge the root cause of the war was

***my inability to understand
'why'
America's richest people
like George Washington,
Thomas Jefferson,
Ben Franklin, and
John Hancock,
would jeopardize their wealth***



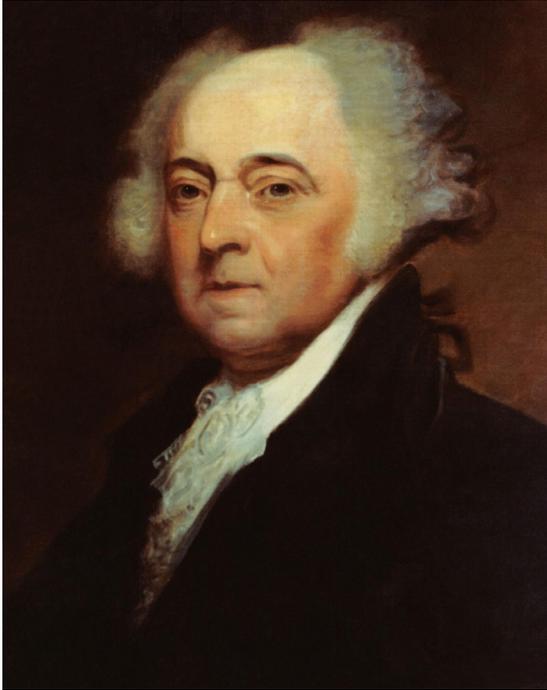
John Hancock portrait by artist John Copley

***and status
to start a war
against England***

against our mighty army and navy. These men took a great risk against incredible odds. I didn't understand.

John Adams eventually explained to me the 'why' of America's Founding Fathers during a meeting in London. Mr Adams explained Americans wanted to remain Englishmen loyal to the Empire and me. But, taxation with no representation

***became a matter of
principle.***



John Adams

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When I enacted so many new taxes, like the **Stamp Act** and **Tea Act**, without American representation in Parliament, Americans said 'No!' In retrospect, I should have expected the objections. Now that I think about it, I would have objected if I was an American! Mr Adams explained Americans believed they should have a voice, like other Englishmen, in the House of Commons (British Congress). Americans believed 'taxation without representation' was unacceptable and could not be justified. This was the 'why' for the American Revolution. It became a matter of principle for the Americans.

Finally, about lessons learned from my failure in the American Revolution - I was too stubborn. Members of Parlia-

ment and my brilliant advisor, **William Pitt the Elder**, told me to end the war; we could never win! But I didn't listen, listen to understand.

I had made up mind and didn't want to change.

All I wanted to do was preserve the British Empire by continuing the war and defeat the American rebels. I never tried to understand the advice Pitt and Parliament were offering me. 'My bad,' as you 21st century Americans would say!

This is where I failed as King.

I heard the criticism but didn't really listen to understand. I had made up my mind beforehand.

My lack of empathy

prevented me from understanding America's complaint. I was accustomed to being King where people had to listen to me; I was unaccustomed having to listen to others, listening to understand.

Because I've been given the luxury of in the present day and not during the 18th century when I lived, I can say I wish I had the opportunity to listen to celebrated 21st century leadership coach, **Marhsall Goldsmith**. Goldsmith teaches leaders of companies

and countries that the skills that helped them get their first leadership job might not be the skills they need for their next leadership opportunity in their future. Leaders, like all people, must 'change' and be committed to 'life time learning'.

***While the world is
constantly changing,
people must change with it
or
be left behind.***

'Goldsmith also teaches people to apologize to anyone affected by their flawed behavior. Goldsmith helps leaders show their employees, staff, or countrymen, they're always trying to get better. Goldsmith

***teaches people
to listen
without prejudice
to what colleagues are saying
without
interruption or arguing'.***

If Goldsmith had been mentoring me, I may have heard and understood the American 'why' and thus avoided war. The American Revolution not only angered my English countrymen in America but also my loyal subjects in England because I taxed them all to pay for England's wars. Eventually, I came to understand the American

'why' and their great frustration. Unfortunately, it took me too long and I responded too late.

***In hindsight,
I should not
have started the war
against the American colonies.***

I'm now convinced the issue of 'taxation without representation' could have been settled by giving Americans what they asked for, representation in Parliament. Once the 'why' was resolved, we, myself and this group of brilliant and brave Americans who wished to remain Englishmen, could have worked things out, in collaboration with all MPs (members of Parliament), to find a way to pay our debts and avoid war.

*My decision to fight the Americans ultimately made England weaker by creating more debt and, in the process, made us vulnerable to attacks from England's real enemy, **France**.*

*Critical comments over the years about me bothered me, a lot. They bothered my wife, **Charlotte**, and embarrassed my children, too. While the criticism in England hurt,*

***Thomas Jefferson's
comments
were especially hurtful.***

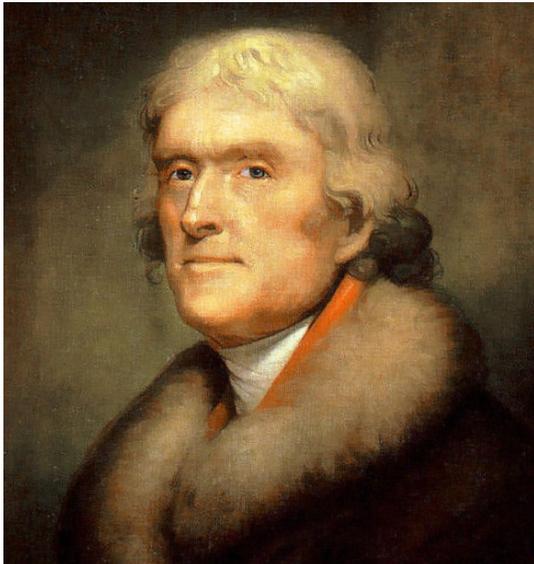
Here are a few of Mr Jefferson's cruel and untrue comments:

'let the name of George the Third be a blot in the page of history'.

Jefferson also called me a "tyrant" and claimed I was rude to him and **John Adams** during a March 15th, 1786 meeting with them in London. It was reassuring to hear Mr Adams disagree with Jefferson and said I was neither a "tyrant" nor discourteous!

The same circumstances may have happened to you too!

When you hear misinformation about yourself, you wonder



1805 portrait of Thomas Jefferson by Rembrandt Peale

'why' and 'who' started it.

There's a lesson here for all of us.

Check the source before believing anything you read or hear.

A wise person once said you can see and understand things more clearly in retrospect; in other words, hindsight is always 20/20 perfect vision.

Here are two other issues in my life

I see differently today than when

I was King: slavery and Catholicism.

I'll start with Catholics first. In 1800, during a brief interlude in the wars with Napoleon, 'The Union of Ireland Act' was passed in England and Ireland uniting both countries. Since most Irish people followed the Catholic religion, the Irish Catholics expected the same rights and liberties as English and Irish Protestants who followed the Anglican religion. The **Church of England** was England's official Church and the Church's followers were known as **Anglicans**. I did not want to give Catholics the same rights as Anglicans. I had taken an

Wanted!



Wanted for unwanted and unneeded taxes on the colonists.

Last seen in Great Britain, making terrible decisions.

King George III

Known for narrow intellect and British did not think he was capable to be their king.

Caused colonies to revolt and start the Revolutionary War.

10,000\$ Reward
Dead or Alive

This started the Boston Tea Party and the Boston Massacre, which made George send troops to Boston.

The tipping point was when George put a price on tea, which was a popular drink at the time.

War started because of the taxes, but mainly the Stamp Tax. The colonists didn't like this because they had taxation without representation

Then, the American Revolution started, when the colonists made the Declaration of Independence and started a

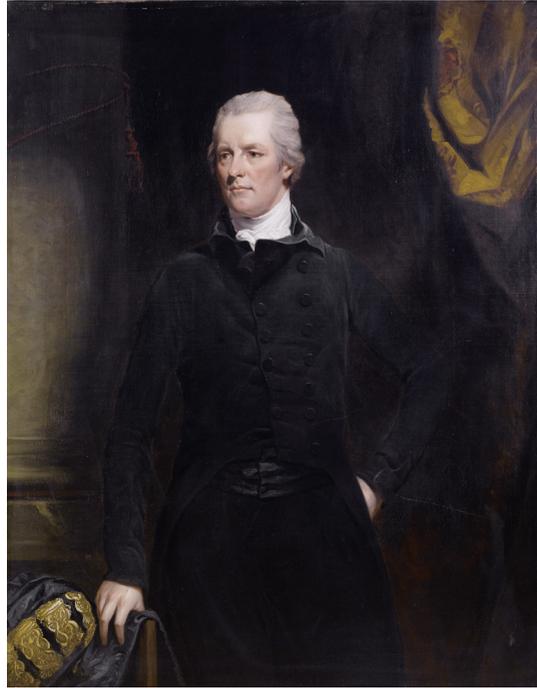
This poster was found at Gloggster, a Web 2.0 tool that allows users to create virtual posters combining text, audio, video, images, and hyperlinks and to share them with others electronically. Using Gloggster's educational site, Gloggster EDU, teachers can establish class lists and monitor student activity while protecting privacy and anonymity. This poster about George simply is intended to share the prevailing brand perception many have about this English King.

*oath when I became King to protect the **Church of England** and maintain its important role in English society and Government. My **oath** obligated me to protect and govern the ‘the Peoples of the United Kingdom of Great Britain and Ireland, Canada, Australia, New Zealand, the Union of South Africa, Pakistan and Ceylon, and Possessions and other Territories.’ I was afraid allowing Catholics to vote, especially in British controlled Ireland, would give the Irish Catholics power to control the Irish government since most Irish people were Catholic. Seeing what had just happened during the French Revolution, I feared Ireland may form an alliance with France and attack England and end the monarchy of my family. My exceptional Prime Minister, **William Pitt the Younger**, unfortunately, disagreed with me; he wanted to give Catholic property owners the right to vote and hold public office in the Parliament.*

Mr. Pitt ultimately quit because I wouldn’t listen to him.

*As far as **slavery** is concerned, I never looked at the issue as a violation of human rights but as the right of a property owner to keep and protect their property. I didn’t want property owners to lose the rights to their property, even if the property was a person!*

In hindsight,



portrait of William Pitt Jr or "The Younger", son of William Pitt Sr or "The Elder", by artist John Hoppner

***my perspective
on both
slavery and Catholics
was wrong.***

Today, I am embarrassed by my position on both issues.

*While not trying to make excuses, I offer the following reasons so you, **First Name**, will not make the same misguided mistakes.*

***I never tried,
unfortunately,
to push myself
out of
my comfort zone.***

As a result, this narrowed my perspective on people and events. I never traveled outside of England and rarely left London. I rarely had a relationship with people who were different from me. All my associates in government and friendship were white, rich, Anglican Protestants.

***My network
lacked diversity***

and, as a result, limited my perception of other people.

***No wonder why
I had
little empathy and was
so closed minded
about Catholics and slaves!***

If I had left my protected environment of King once in a while and met Catholics and slaves and observed their lives and got to know them, my attitudes and decisions about them may have been different. I would hope so!

I did not like change.

Change was hard for me. I was afraid of it and the unknown that accompanied it. I was comfortable keeping things the way they were. Change was threatening. Today, I realize people must embrace change and find ways to manage it. The world is constantly changing. If a person doesn't change

with it, they lose out on future opportunities for happiness and success.

Now that I mentioned a few of my most painful mistakes, let me

***share a few positive events
which I hope
present
a better side of me.***

*August 2nd, 1786. As I was getting out of my carriage at my home at St James Palace, a weary looking, middle age woman named **Margaret Nicholson** approached me. I initially thought she was either presenting a petition for me to read or just seeking my autograph. As I extended my hand to receive the paper,*

***Ms Nicholson
suddenly lunged
to stab me in the chest***

before being subdued by my guards. Just looking at the poor woman I immediately knew she was a troubled person. I told my associates to be gentle with her; she was clearly not of sound mind. A search of Ms Nicholson's home produced delusionary letters where she claimed to be the rightful heir to the monarchy. Very sad. I told the authorities I wouldn't press charges, keep the woman out of prison, and send her to the Bethlehem Royal Hospital instead. My political



artist Carington Bowles' 1786 illustration depicting Margaret Nicholson's assassination attempt of King George III. The number of men guarding the King quickly increased from 4 guards to 11



portrait of French 'Emperor' Napoleon by Jacques-Louis David, 1812. It's interesting, Napoleon wanted to be coronated as an 'Emperor', not 'King'. Do you know 'why'?

opponents had a field day saying I was acting like a tyrant bypassing the laws of England for attempted murderers. Ms Nicholson was clearly not a criminal but rather someone insane and needing help.

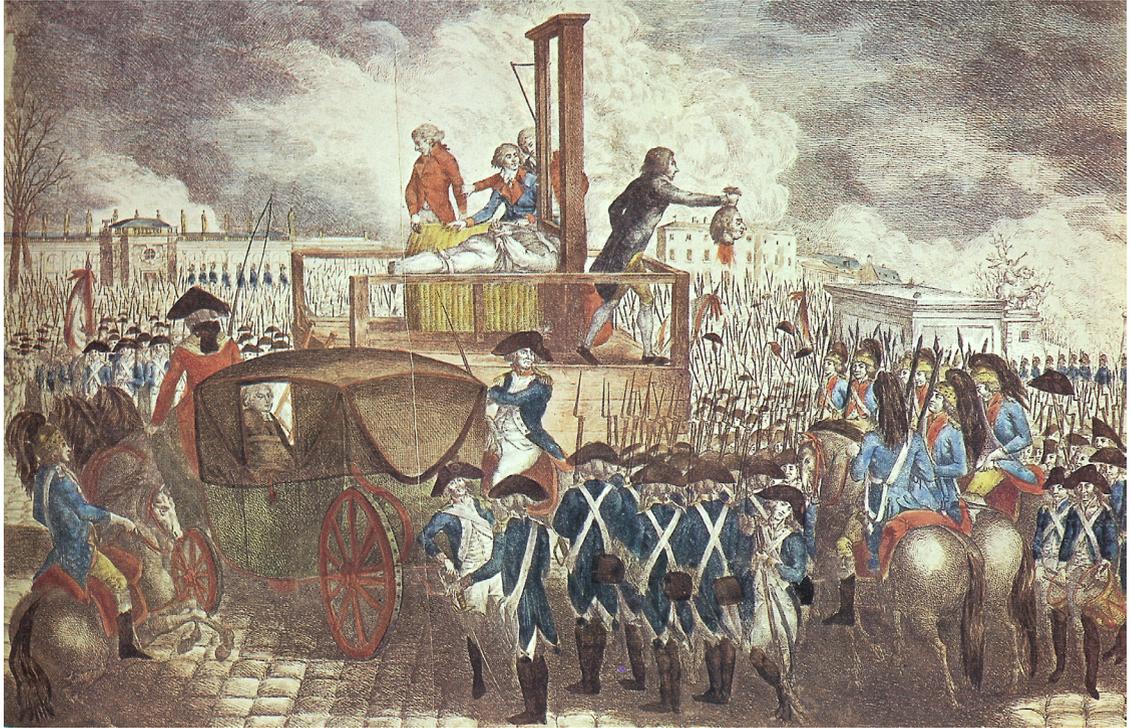
I just tried to do the right thing.

And then there was Napoleon. France was always a dangerous country, England's mortal enemy for centuries. I was committed to defending England from France's seemingly eternal goal of expanding the French empire. We defeated them in America in 1763 in what Americans called 'The

French and Indian War' A few years later,

French King Louis XVI was beheaded by a Paris mob during the French Revolution in 1789.

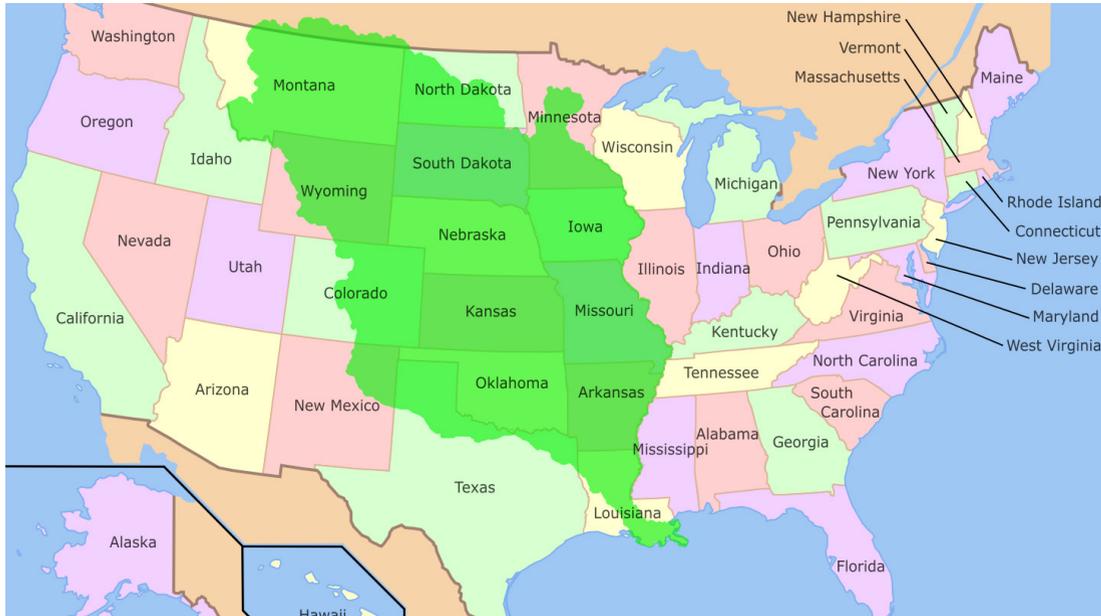
I didn't particularly like Louis but killing any King in Europe made me nervous! France became even more dangerous in the chaos that followed the French Revolution. A French army General named Napoleon



engraving by the artist Georg Heinrich Sieveking showing the beheading of French King Louis XVI in Paris on January 21, 1793. The French Revolution, from 1789 to 1799, there was a rebellion against the church, aristocracy, and monarchy of King Louis XVI. In June of 1791, Louis attempted to escape from France to gather support from foreign groups. Louis was captured in flight, then put on trial by the National Convention of the rebellion's leaders. He was found guilty by all the judges and then condemned to death by a slight majority. His execution made him the first victim of the **Reign of Terror**. His wife, Marie Antoinette, was also **guillotined** on 16 October, the same year. Louis Merceir described the execution this way: "Louis was jostled by four assistant executioners, forcibly undressed, his voice drowned out by the drums, trussed to a plank, still struggling, and receiving the heavy blade so badly that the cut does not go through his neck, but through the back of his head and his jaw, horribly!" Another bystander, known as Leboucher, added that once Louis's head was cut off, one of the executioners "seized the hair of the severed head of Louis XVI, lifted Louis head to show it to the people, and for a few moments let the blood from it trickle upon the scaffold."

*Bonaparte eventually took over the country and declared himself 'Emperor' in 1804. He needed money to strengthen his army so he made a deal with American **President Jefferson** to sell the Americans the **Louisiana** territory for \$15 million (in 2014 dollars, \$236 million or 4 cents an acre). Even though I don't particularly like Jefferson, I can't blame him for making the deal. Napoleon was desperate for money; just look at the map on the next page to see how much larger **Louisiana** made America. I would have made the deal if I was Jefferson!*

*But, this money gave Napoleon the opportunity to strengthen the French army and he took advantage of it. Napoleon soon attacked Austria, Spain, Holland, and Italy; very few European countries were not affected by Napoleon's greed for empire. In fact, Wikipedia describes the concern in London over Napoleon's aggressive army at the time - 'an invasion of England by Napoleon seemed imminent, and a massive volunteer movement arose to defend England against the French. King George's review of 27,000 volunteers in **Hyde Park**, Lon-*



the land of the Louisiana Purchase, shown in the dark areas of this map, includes present day states of Arkansas, Missouri, Iowa, Oklahoma, Kansas, and Nebraska; parts of Minnesota that were west of the Mississippi River; most of North Dakota; most of South Dakota; northeastern New Mexico; northern Texas; the portions of Montana, Wyoming, and Colorado and Louisiana including the city of New Orleans!

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*don, on 26 and 28 October 1803 at the height of the invasion scare, attracted an estimated 500,000 spectators on each day. Thankfully, Napoleon's invasion was **thwarted**. On October 21, 1803, English Admiral Lord Nelson and the English fleet defeated the*

combined navies of France and their ally Spain in the waters off the coast of Spain near Cape

***Trafalgar,
the greatest naval battle
in English history!***



Artist Nicholas Pocock (1740-1821) portrayal of the naval battle near Trafalgar which stopped Napoleon from invading England. Twenty-seven British ships of the line led by Admiral Lord Nelson aboard HMS Victory defeated thirty-three French and Spanish ships of the line under French Admiral Pierre-Charles Villeneuve off the southwest coast of Spain, just west of Cape Trafalgar. The Franco-Spanish fleet lost twenty-two ships, without a single British vessel being lost.



artist Robert Alexander Hillingford famous work of "Wellington at Waterloo". Battle of Waterloo was fought on Sunday, 18 June 1815, near the village of Waterloo in present-day Belgium, then part of the Netherlands. A French army under the command of Napoleon was defeated by the armies of the English under the command of the Duke of Wellington combined with a Prussian army under the command of Gebhard von Blücher. 15,000 English soldiers died or were wounded; the Prussians had 7,000. Napoleon lost 25,000 dead or wounded, with 8,000 taken prisoner. One British Major commented after the battle:

On the morning of June 22nd, 4 days after the Battle, I went to visit the field of battle, which is a little beyond the village of Waterloo, on the plateau of Mont-Saint-Jean; but on arrival there the sight was too horrible to behold. I felt sick in the stomach and was obliged to return. The multitude of carcasses, the heaps of wounded men with mangled limbs unable to move, and perishing from not having their wounds dressed or from hunger, as the Allies were, of course, obliged to take their surgeons and wagons with them, formed a spectacle I shall never forget. The wounded, both of the Allies and the French, remain in an equally deplorable state.

*When Napoleon couldn't transport his army across the English Channel to attack the island of Great Britain and defeat us, he turned his armies toward most of Europe. Prussia, Italy, Germany, even Egypt in Africa, became targets of Napoleon's armies. England eventually stepped in to save Europe. A **British army**, led by **Arthur Wellesley, Duke of Wellington**, with the help of the **Prussian army**, defeated Napoleon at the **Battle of Waterloo** in Belgium in June of 1815.*

While the fate of England improved after Napoleon's defeat,

***my life was
falling apart.***

My youngest and favorite daughter,

***Amelia**, had been stricken by measles in 1808 and eventually died in November of 1810. I fell into a debilitating depression following her death. Cataracts then caused my eyesight to fail and arthritis caused constant pain throughout my body. By the end of 1811, I rarely left my home*

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Henry Hoppner Meyer 1817 engraving of George III, just 3 years before his death.

at **Windsor Castle**. By 1814, I was completely blind and deaf. To compound matters, I was losing my mind. I was afflicted by **dementia**. Things gradually worsened. By 1814, I was declared insane. I had no idea who I was for the next 6 years. My life continued to go poorly until

**my death at home
on January 29th, 1820.**

In 1966, two researchers published their findings in the British Medical Journal claiming my death was caused by a rare disease called '**porphyria**'. The colic, constipation, rapid pulse and chest pains, cramps and nausea I endured in repeated, periodic attacks over several years were evidently caused by this disease. Unfortunately, the disease eventually attacks the brain. You can imagine how debilitating this disease was and the havoc it created for me, my family, and the

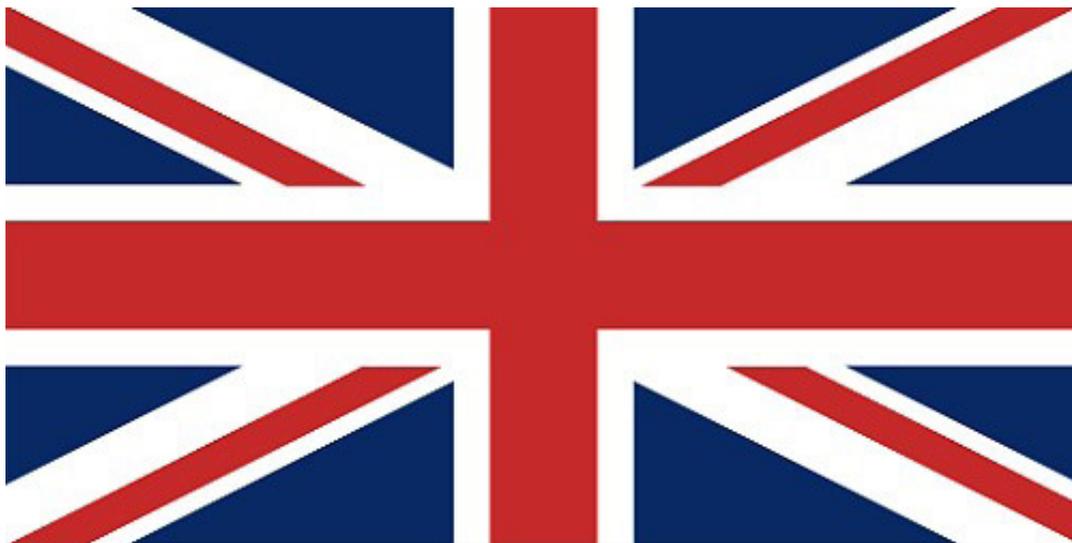
country I was leading. **Porphyria** did have a debilitating effect on me and contributed to some of the criticism about my poor, erratic, leadership during those months-long attacks in 1765, 1788 and 1801. After 1801, the disease did attack my brain and ultimately took over my life until my death in 1820. I tell you about this medical research

**not for your pity
but to provide
another perspective
to consider**

while I was King of the British Empire.

So, there it is, my life. I hope you learn lessons from what I've shared with you. From my ultimate joys to my darkest sorrows and failures,

you have my story.



The British flag, affectionately called "The Union Jack".



photograph of President George Bush greeting Queen Elizabeth at the White House in 2007. White House photo by Eric Draper. England still has a Monarchy but without the power King George and his predecessors had. Today, Elizabeth is the symbolic leader of England. The English people decided they wanted to keep the tradition of **Monarchy**. She became Queen of England in 1952. As the official Monarch of the British Commonwealth, she essentially is the **symbolic leader** of several independent countries formerly part of the English Empire: United Kingdom, Canada, Australia, India, Pakistan, Bangladesh, South Africa, and Nigeria. She is also Queen of Jamaica, Barbados, the Bahamas, Grenada, Papua New Guinea, the Solomon Islands, Tuvalu, Saint Lucia, Saint Vincent and the Grenadines, Belize, Antigua and Barbuda, and Saint Kitts and Nevis. Elizabeth also carries the title of Supreme Governor of the Church of England. Queen Elizabeth II was born on April 21, 1926.

Many people have criticized and ridiculed me especially for America's successful revolution.

***Generations of Americans
thought of me as
a brutal tyrant
as well as
an incompetent monarch.***

One of my fellow monarchs at the time, Russian Czarina Catherine

the Great, said of my performance as King 'rather than sign the separation of 13 colonies, like my brother George, I would have shot myself!'

***I chose to persevere!
I had 15 children,
a church
and
an empire
to take care of.***

I took my responsibilities as husband, father, and King seriously. The few times I threatened to quit the throne were regrettable, impulsive reactions to the pressures of the time. You may have had similar, embarrassing failures in your life. Once I had time to reflect and re-group my thoughts, I pushed on for the good of the Empire.

My hope is for you not to base your opinion of me on what you've heard from Jefferson or Catherine. There are two sides of every story, contrasting views on the same man. After listening to Jefferson and Catherine, consider what author Bonamy Dobry said of me -

***'George was
deeply patriotic, an
admirable, devoted,
indefatigable
civil servant...'***

or what **J.D. Griffith Davies** said in 1936 about me, that 'George was clever, with a shrewd appreciation of affairs and a fine grasp of details of government, making few mistakes, not panicking, and having the Englishman's amiability and bigotry, courage and obstinacy.' Please, pick your poison; read and reflect on all the available information before forming your opinion of me.

**Consider
what it was like
to walk in my shoes
during my time in history.**

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Don't formulate your opinion solely on the American Revolution or my anti-Catholic positions. Include in your evaluation my management of French **aggression**, especially Napoleon's, my clemency towards Ms Nicholson, John Frith, and other assassins who tried to take my life, my support of scientific research, and my devotion to England and my family. Yes,

**I made mistakes
but each time
I learned lessons**

which, I think, made me a better husband, father, and leader. I may not have been a great King but I don't believe I was the complete failure Jefferson and Catherine have portrayed

me.

**I would like
to be remembered as
a loyal person
committed to
family,
country,
the monarchy
and
principles for living,
who
always tried
to do the best job
he could.**

Thank you for listening, to understand, my story.

Now, to bring this story to the present, I find myself living in Germany. Yes, author Stephen Cronin has made me **immortal!**

**I'm a haberdasher now
and
love being so!**

My corporate office, design and production facilities are in Berlin. I have a relatively small condo, about 2,000 square feet, where I live just outside the city. For some reason, I find myself more comfortable in Berlin than London or New York.

My company is called

KG three



George Hanover outside one of his G3 stores in Paris in May of 2014 wearing a G3 ensemble.

*with a positive brand
conveying
high quality,
'in-the-know' fashion
at reasonable prices.*

We're selling my clothes across all demographics, mainly in America, Europe, Canada, and Australia. Whether customers be Latino, African American, American Indian, white or Asian, urban or country, young adult

or senior citizen like Senor Esteban, people like my brand.

You probably realize I'm no longer King. Gave that up after this author, Stephen Cronin, made me immortal. And, I'm happier, not because I'm immortal but because

***I never wanted
to be King.
I simply followed what
my family expected***

me to be. I like being an entrepreneur, starting my own company, working with designers and creative types, representing my corporate brand, telling my story and competing everyday against other men's clothiers like Brooks Brothers, Joseph A Bank, Hickey Freeman, Tommy Bahama and Patrick James. It took me a couple of hundred years but

***I finally found
what I like doing.
Getting out of my comfort zone***

to try different things was hard for me.

Like all successful people, which I humbly believe I am today, I've had successes and failures; I've been happy and sad. I've shared many on previous pages. But, accompanying each, I realized they were all opportunities to

*learn valuable lessons which helped me become a better and wiser person today, in the 21st century, than I was in the 18th century. I feel have more **empathy**; I understand people today. And, my porphyria is being successfully treated with 21st century medicine. Praise the Lord!*

*Thank you. I really appreciate your interest. I hope you learned something from my story. And please, stop by one of my stores or visit my web site at **www.KGthree.com**. Here are some samples below of my fashions.*



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Activity One

George's BRAND: The power of a 'brand' It's the perception others have of an image or a name. It's what comes to mind, the qualities and characteristics when we see or hear the name or an image of someone or something.

For instance, what do you think about when you hear the name 'Jay Z' or see the 'Under Armour' logo?

The same holds true for you. What do you hope comes to someone's mind when people hear or see your name? What values (e.g work ethic, reliability, honesty, empathy, etc), what personality, what abilities do you want someone to think of when they see or hear your name? What opportunities do you want to create for yourself by the image of YOUR BRAND? If you don't know the answer to these questions, you need to stop and get them answered quickly. How people think about you will determine whether you get the job you're applying for, get into the college or grad school of your choice or get the date with the person you're attracted to. It's about 'brand,' your brand.

Let's reflect upon the way you perceive George as King of England. Describe the **qualities** you think about when you see or hear the name of *George III, King of England*. Make sure your description has a NOUN and a corresponding ADJECTIVE describing the noun. For instance, list George as a PERSON (noun) for #1. You may add CONSCIENTIOUS and HARD WORKING as adjectives to describe the #1 noun. Add other adjectives which reflect what George was like George as a PERSON in the adjective column. Is there a #2 noun which represents what else George did besides being a person? Then, list adjectives which describe his performance as the #2 noun. Is there a #3 noun? And corresponding adjectives?

NOUNS

for George when he was King

1. King

2. _____

3. _____

ADJECTIVES

describing your nouns when George was King

1. _____

2. _____

3. _____

Has George's brand changed from when he was King to the haberdasher he is today? 'yes' or 'no.' Explain in a well written paragraph your 'yes' or 'no' answer. _____

Activity One: Part Two!

Your brand. Just as we did with George, I'm asking you to do the same for **your perceived brand, in other words, how others perceive your brand.** I am asking you to list NOUNS that apply to you and corresponding ADJECTIVES which describe **how others perceive this noun or, in other words, your brand relating to this part of you.** For instance, your noun should be 'person', since you are a person. Another noun would be 'student', since you are presently a student. Others may be 'son' or 'daughters', 'brother' or 'sister', even a noun representing any job you have. Then, write the corresponding ADJECTIVES which describe how others perceive your brand as a 'student' at Hope High or how others may perceive your brand as a 'person' or even how your employer may perceive your brand in your job.

NOUNS

1. Student

2. _____

3. _____

ADJECTIVES

1. _____

2. _____

3. _____

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Now, take the lists of nouns and corresponding adjectives to write a paragraph which **describes how others perceive your brand.** _____

Activity Two

George's WHY: The most effective stories have a '*why*'. The "**WHY**" of a story is the story teller's purpose, cause, or belief that inspires them to do what they do. It's their life's mission, their goal to achieve, what they feel responsible for, their motivation. '*Why*' is a key ingredient for every story. It connects the story teller to the audience so that the story resonates. It becomes the reason an audience listens to understand.

King George III of England has just shared his story with you. After listening to hopefully understand it, **please state, what you believe to be, George's 'WHY'.**

Activity Two: Part Two!

your 'Why'! Just as I asked you to state your perception of King George's 'why', I'm asking you to **state your 'why', your purpose, cause, or belief that inspires you to do what you do.** It's your life's mission, your goal in life, what you feel responsible for, your motivation every day which affects how you act and live your life. Thank you for sharing your 'why'.

Activity Three

Context Clues: Write a definition for each of the following words. DO NOT USE A DICTIONARY. Determine the meaning of each word by reading the sentences around the word.

- **monarchy:** (p.26 & 44) _____

- **guillotine:** (p.40) _____

- **dementia:** (p.43) _____

- **aggression:** (p.45) _____

- **thwarted:** (p.41) _____

- **alloy:** (p.20) _____

- **philanderer:** (p.29) _____

- **heir:** (p 27) _____

- **silver spoon** (p.27) 'silver spoon' is a metaphor, a symbol or figure of speech to represent something else. What does this expression refer to or mean? _____

- **oath** (p.30) _____

- **immortal** (page 45) _____

- **haberdasher** (p45) _____

- **demographics** (page 46) _____

- **clothiers** (page 46) _____

- **entrepreneur** (page 46) _____

Activity Four

Research: Follow up on King George III's reference to your assumed knowledge of the apparent 21st century debt crisis in the American cities of **Central Falls, Rhode Island, Detroit, Michigan, and Vallejo, California** on page 30. As George encouraged us in his story, assume nothing; let's research the facts to determine the truth.

First of all, did any of these cities have a debt crisis in the 21st century? Answer "yes" or "no" after the name of each city. Next, if the answer is "yes", explain what caused each city to borrow too much money. Finally, explain how each city attempted to solve the problem of too much debt. **Be specific!** For instance, if the city lowered expenses, what specific expenses did they try to lower? If they raised taxes, what specific taxes did they raise? If they did both, list the specific expense cuts and specific taxes increases.

Vallejo, California: Did they have a spending problem which created too much borrowing: "yes" or "no". If "yes", what caused the debt problem and what specifically did the city do to lower their debt? _____

Central Falls, Rhode Island: Did they have a spending problem which created too much borrowing: "yes" or "no". If "yes", what caused the debt problem and what specifically did the city do to lower their debt? _____

Detroit, Michigan: Did they have a spending problem which created too much borrowing: "yes" or "no". If "yes", what caused the debt problem and what specifically did the city do to lower their debt? _____

Final research challenge: Name the person who is the present English Queen Elizabeth II's heir to the English Monarchy?

Queen Elizabeth II's heir is _____

Activity Five

Opinion: Power and Empathy. King George III references *empathy* during his story and admits his personal struggle having empathy and how the lack of empathy affected his ability to be a better leader and more responsible person. Author Daniel Pink cites findings from a study at Northwestern University on the relationship between ‘power’ and ‘empathy’ in his book “*To Sell Is Human*”.

What do you think? I’m curious about your observations during your life concerning the ability of people in positions of power to be truly empathetic.

1. Please give your opinion on how a person becomes empathetic?
2. Do you think people in positions of power struggle finding the empathy to effectively relate to others? ‘yes’ or ‘no’ will suffice.
3. Do you think a lack of empathy makes it difficult to be an effective leader? In other words, do you believe a leader must have empathy to be effective? ‘yes’ or ‘no’.
4. Explain why you feel this way and give examples of people in power to support your opinion.

Activity Six

Entrepreneurship & Leadership-

You have been recruited to interview for a position at *KG Three*. The Chairman of the Board of Directors for the company, **George Hanover**, is looking for bright, creative people with a high level of **energy** to bring to work every day. Mr Hanover is looking for people with a positive attitude who can work and collaborate in teams of diverse people. He wants measured risk takers who are willing to push the limits of his brand into different places in the world. He wants creative men and women to design new products. He wants curious people who are constantly seek new ways of doing things. He wants people who are good at collecting and analyzing data to find out what products are selling, what's not and why. He wants exceptional marketing people who can create and tell interesting stories about his brand that will create interest in his products. He wants web designers to build great web sites that are interesting and easy to use. He wants financial people, accountants and analysts, to keep track of the company's money, that is, how much the company is spending, how much money the company is earning from the sale of its products and, once you subtract expenses from sales revenue, how much money the company is actually making. He wants dependable people who work when they're needed and are on time all the time! Mr Hanover wants honest, ethical people with empathy. Finally, he wants people who look for ways to give back to their communities.

54 The **ability to create and innovate** is becoming more valuable in the 21st century. How a person taps into and develops their creativity coincides with an increasing **job opportunities** for creative thinkers. In the July/August 2014 edition of *Atlantic Magazine*, several scientists examine where a person's creativity originates as well as optimum conditions for creative thinking. **Creativity starts with courage**. If someone is timid or unwilling to get out of their comfort zone, science has shown creativity is often stifled. Introverted people often have difficulty expressing creative ideas for fear of rejection. Courage enables people to speak freely to share their creative thoughts and be fearless in the face of scrutiny, criticism, even ridicule. Scientists also suggest the best creative ideas come during collaboration; you know, working in teams. And, when there are more diverse people in the collaboration, the **creativity thinking is better**. By including different people with different interests and different educations, from different places and cultures, collaboration improves! Other essential skills for great creative thinking include: empathy, perseverance, listening and observing, compromise, curiosity and a healthy attitude about failure. Finally, science has also identified the best places and activities for coming up with the best ideas: in the **shower!** in the **bath tub!** in the **gym during exercise** like running, weight lifting or **yoga!** and, believe it or not, **sleeping!** (keep a pad nearby to write down your thoughts...)

Good leaders are very important in innovative, collaborative companies!

George Hanover is establishing a competition to determine a leader and a team to run his North American business division. **KGThree challenges** you to **form a team to:**

- design
- market
- sell

a tee shirt for KG Three.

Your first goal is to create a team to accomplish this goal. The team is your decision. You can decide not to create a team. You could be a team of ONE! Or, two; you and someone else. You could choose a team of

three or more people. You decide. If you choose to build a team, they can come from any place in the world; they don't have to be part of this class or in Hope High School. They can be **from our 'Life Skills' class or any city or country on the planet Earth.** **Be advised, a team has benefits and challenges. The benefits are better ideas; the challenge is getting people to work together.** You decide. **If you want to win** the challenge, you need **the best person or group of people** who can do one or more of these jobs. Your company can't simply be a group of friends without the necessary skills to win. Here's a suggestion - look first at the goals of the challenge - design, market and sell. Make sure you have the best people on your team who can meet these specific challenges. You're looking for:

- **designers** - (person or team of people who can create a design for a tee shirt that people will want to buy. Don't forget, the best creations come from diverse groups of people who know how to effectively collaborate. It's not always easy. Good leadership helps effective collaboration.)
- **marketers** - (people who know how to promote interest in your tee shirt. In today's world, this person or team of people need to know traditional forms of promotion like posters or hand outs **AS WELL AS** through TWITTER, INSTAGRAM, FACEBOOK and other forms of social media.)
- **sellers** - (people who can organize a successful sales campaign and meet sale's objectives and motivate sales people.)

Make sure you have a good idea of the job description for each position. You need people with the right **skills and attitudes** to do their job. Don't forget -your team does not have to be students in our 'Life Skills' class. *Your team can live in Guatemala, Puerto Rico, Mexico, Russia, Jamaica, Haiti, the Dominican, Ireland China, Viet Nam, Iraq, Kuwait, United Arab Emirates, Nigeria, Liberia, Afghanistan, Pakistan, India, Singapore, France, Fiji, Cuba, any country, or any state in the United States!* If they don't live near you, you simply need the technology to communicate and collaborate with them. Don't forget, you want talented people with a good leader to help them work together.

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Your **objective is** straightforward -

- *design a tee shirt for KGThree North America to be sold and manufactured through the online tee shirt company, TeeSpring.*
- *Your tee shirt must meet the minimum quantity set by Tee Spring. Tee Spring will not make any teeshirts unless the minimum quantity is met.*
- *The team making the most money from the sales of their one tee shirt design wins this competition.*

Activity Seven

Analysis: Below, under Country 1 and Country 2, is data about two 21st century countries. I will not initially tell you the names of these countries. I am asking you to examine this data and, after analysis and reflection, **choose one of the two countries you would prefer to live if you were forced to choose.** Next, explain 'why' you find the country the more preferable place to live. I acknowledge this data provides only a partial picture of each country and more data would obviously be required before making a decision on which you consider the best and where you'd prefer to live. But, for the sake of this exercise, I am asking you to analyze the available data and make a decision based on the inferences you make from it. Thank you.

After you send me your answers electronically, I will identify the name of this 21st century country. Then I will ask you to further research this country to either confirm your initial decision or alter your choice and explain your reasons for the reversal of opinion.

This exercise is intended to reinforce the concept of 'perspective.' It also challenges your skills of accessing credible data in this accelerating and dynamic world and your ability to distinguish between fact and opinion in the formulation of your own, hopefully, well founded, credible perspectives. Good luck.

Country #1

- **life expectancy:** 78.5 years
- **infant mortality:** 5.9 deaths/1000 births
- **adult obesity:** 33%
- **population density:** 32 people per km
- **total population:** 317,000,000
- **total area of the country:** 3,794,100 square miles; 4th largest by land area in the world
- **Total murders 2013:** 14,612
- **incarceration rate:** highest in the world - .007 (707 per 100,000 people)
- **internet access:** 78%
- **government surveillance** of citizens internet activity: exact percentage unknown but it is significant.
- **government \$ spent on education:** 7% of GDP
- **international ranking of the education system:** #17
- **School test scores by the Program for International Assessment (Pisa) for:**
 - **Math rank:** 36th in the world
 - **Reading rank:** 36
 - **Science rank:** 36
- **World Bank per capita income** (Per capita income is used to measure the wealth of a country by comparing the average income of its people with another country. Per capita income is often used to measure a country's standard of living)
 - per capita income rank: 10th highest in the world
 - \$53,143 income by person as of 2013
 - 12.6% of total population are **millionaires**
- **Unemployment rate:** 9%
- **% of people in this country's Congress who are women:** 22%
- **official language:** English
- **Fresh water supply:** #4 largest supply in the world with 3,083 cubic kilometers.
- **climate:** a range of polar, temperate to tropical through the wide range of its large geographic area.
- **Poll results** to an online question by 'Find The Best' web site - *Which country, #1 or #2, do you think is the best?* 34% chose country #1

Country #2

- **life expectancy:** 84.1 years
- **infant mortality:** 3 deaths/1000
- **adult obesity:** 7%
- **population density:** 7834 people per km
- **total population:** 5,460,000
- **total area of the country:** 274 square miles; one of the smallest nations by land area in the world
- **Total murders 2013:** 16
- **incarceration rate:** .002 (233 per every 100,000 people)
- **internet access:** 60%
- **government surveillance** of citizens' internet activity: 100%
- **government \$ spent on education:** 4% of GDP
- **international ranking of the education system:** #5
- **school test scores by the Program for International Assessment (Pisa) for:**
 - **Math rank:** 2nd in the world
 - **Reading rank:** 2
 - **Science rank:** 2
- **World Bank per capita income** (Per capita income is used to measure the wealth of a country by comparing the average income of its people with another country. Per capita income is often used to measure a country's standard of living)
 - per capita income rank: 4th highest in the world
 - \$78,744 income per person as of 2013
 - 16% of total population are **millionaires; the highest % of any country's population in the world**
- **unemployment rate:** 2%
- **% of people in this country's Congress who are women:** 12%
- **official language:** English
- **Fresh water supply:** only 116 cubic kilometers; 50% of daily water use is imported from a neighboring country.
- **climate:** tropical rainforest
- **Poll results** to an online question by 'Find The Best' web site - *Which country, #1 or #2, do you think is the best?* 66% chose country #2

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The cover art is the creation of Ali DeCesare, a young graphic designer from East Greenwich, Rhode Island. Ali was a 15 year old sophomore at East Greenwich High School in 2014 when she created the cover for this book.

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Stephen Cronin is the author and graphic designer of this text. Stephen is a novice graphic designer under the tutelage of TWOBOLT Creative Director, Nick DeCesare. Stephen has exhibited moderate, at best, potential in graphic design. You can reach Stephen at
scronin@twobolt.com

Jean Rodriguez's 2014 Internship Story

Jean Rodriguez participated in the 'Life Skills' class at Hope High during his senior year of 2014 at Hope High. Jean was an exemplary student, completing all written and reading assignments, always responding to Mr Cronin's emails following each class, attending all field trips, and, most importantly, fastidiously building a diverse personal network of responsible, professional, successful, high character business men and women from the many he met in class and on field trips during the 2014 'Life Skills' program.

At the end of the 'Life Skills' class in June of 2014, Lou Mercado, a 'Life Skills' class guest and Vice President at CVS, was so impressed with Jean's brand after meeting him on three different 'Life Skills' events he reached out Jean to ask him about his plans for the summer. Mr Mercado asked Jean if he'd be interested in a well paid internship at CVS before starting his classes at Rhode Island College in September. Jean gladly accepted the opportunity to work at the \$123 billion dollar Woonsocket, Rhode Island based company.

Jean was given the responsibility of overseeing the shipment and delivery of expensive medical supplies from storage warehouses to individual CVS stores throughout the country. Some of the supplies were expensive medicines. Patients were often waiting anxiously for the delivery of their medicines to their local stores. The oversight and management of these deliveries was critical to CVS and the thousands of recipients waiting for their medicines and medical supplies. Jean continuously monitored the shipments keeping store managers and patients updated on delivery to the store.

Jean initially set a goal of managing \$1,000,000 (million) worth of supplies. By early August, Jean had become so productive and efficient at moving the inventory, he set new goals for himself once he exceeded his \$1,000,000 goal. He finished his internship managing the shipment and delivery of over \$1,250,000 worth of medical materials.

Several CVS managers shared their comments with me about Jean's performance during his internship in the summer of 2014:

"Jean was focused. He regularly asked questions for ways to improve his skills. He was always curious about ways to do his job better. He had no problem accepting constructive criticism; in fact, he asked us for it. He had amazing empathy as exhibited during phone conversations with patients waiting for the delivery of their medicines. Jean was amazing."

"Jean has great inter-personnel skills. He was always respectful. He understood the power of a smile. He had great eye contact during every conversation. He's so respectful with a genuine 'thank you' after every encounter. The professionals who met Jean this summer respected and liked him."

"Jean showed no fear. He was given the task of presenting a summary of his experience to several people on the Inventory Management team. He was well prepared. His information was accurate. He had great eye contact with the audience during the presentation and regularly flashed his classic smile completely capturing the attention and respect of everyone in the room."

"I was amazed at the great lengths Jean had to go to get to our corporate offices in Woonsocket each day. A bus from his home into Providence. From Providence, another bus to Woonsocket and then onto a company shuttle to our office. It must have been a 90 minute trip each way! His mantra seemed to be he'd do whatever it took to fulfill his duties. Jean Rodriguez has a great brand within the CVS community."

"Jean always dressed and acted liked a professional at CVS. Does your 'Life Skills' class have anymore students like Jean Rodriguez? If so, we'll take them! What a great personal brand he's developed."

From my observation of Jean throughout our entire 'Life Skills' program, Jean Rodriguez has a great brand with everyone who meets or observes him! Jean represented himself, his family, our 'Life Skills' program, and Hope High very well and, as a result, has created opportunities at CVS and other companies familiar with his brand for other 'Life Skills' students who follow him. Thank you Jean!