

**Tuesday, February 23, 2010. B.J. Fogg, "World Peace in 30 Years Through Facebook."**

MS. DARLING: Our next speaker, B.J. Fogg, is not and has not been a head of school. But he has things in common, or what he said to me this morning, in common with the colleagues we just heard about. I approached him saying, "I have got your official bio. I know all your publications. I know your academic work. What should I say about you?"

He said, "The most important thing about me is that the greatest privilege of my life is working with bright young people."

So he follows, certainly, in the tradition of those we just heard about. B.J. is an experimental psychologist who splits his time between academia, Stanford University in particular, and life in the industry. I don't know what this says about us, but tomorrow he's speaking with the folks who run Purina Brands. As the owner of four horses and three dogs, I personally support them. Please send my greetings.

B.J.'s first book, titled Persuasive Technology, published in 2003, was a leading work on computers as, in fact, a persuasive technology. You have already heard from Bruce that B.J. and his sister, Linda Fogg Phillips, have written a book entitled Facebook for Parents. Lord knows we need it, and they are offering it to us this afternoon. We are the first audience who gets to see this book. They rushed to have it available for us today, so it's a triple privilege that that's happening.

I'm going to ask Linda Fogg Phillips to stand. Linda is doing a workshop for us this afternoon on the topic of Facebook for parents, the book that they have written together. This is a lovely brother-and-sister team. I have only known them about half an hour, but I was touched by their cooperative collegial partnership. But I'll tell you, I also picked up some sibling rivalry. B.J. said, "I get one hour, you get two hours. I don't know what's up with that."

But B.J. may at the moment hold at least one trump on the team. He has been named by *Fortune* as one of the top ten gurus of our time. We are thrilled to have them both with us. Welcome, B.J.

MR. FOGG: Hi, everybody. Linda and I have been looking forward to this a lot, and I really wish I could be at her workshop. It will be really fun. But I'm here with you now, and I have to leave shortly after.

I did appreciate the words from the last memorial about regarding your life as a sacred responsibility, and I absolutely believe that. I don't think we have time to do things that are trivial or things that don't matter, and Facebook matters. Who knew? And today I'm going to talk about that some. I know. I'll get to it.

Let me start with a story. It was last summer when this actually happened. I was working at home on my computer, and most of my work was about dealing with e-mail and sending e-mail and I got this message that said I was tagged in a photo. I have seen some nods. Those of you on Facebook know what this means. Oh, my gosh. I'm tagged in a photo. So what do I do?

Of course, I click on the link and I go into Facebook, and it's like, oh, I like Facebook. I get to see pictures of me and my friends. So I'm on Facebook and I'm looking around, and about ten minutes later I'm like, "What happened? I'm supposed to be working, and here I am. Stupid Facebook."

Well, I got triggered. I got triggered away from what I was doing. I got sucked into Facebook. Now, even though I was kind of upset -- and this happens more than once in my life, I must admit -- there's something about what Facebook has figured out that is very important and very powerful. They have the ability to trigger us to change our behaviors. And so for me, as a psychologist, as somebody who studies how do you create technologies to change behaviors, this is super-interesting.

So love it or hate it, Facebook is a really important part of my work and my research and my talks and so on. And the secret sauce -- and this is one of the big things I'm sharing tomorrow at Purina -- is this, about putting hot triggers in the path of your user. I wish I had known this 15 years ago when I started studying this area, when people thought the whole area was kind of crazy. This is the secret sauce. If you do this, you can win. If you don't do this, I know you won't win. If you do this, you have a chance.

Now, I'm not really going to talk a lot about this today, but instead I want to talk to you about a bigger issue and set the context around why I think our lives are a sacred responsibility and kind of the things that we do and choose to do that matter a lot. Now, I'm not going to talk about all the problems and issues in the world. I think we're familiar with those things. But what I do want to point out is: We do have tools today like we've never had before, and these tools, I believe, allow us to try to solve problems in ways that we never could before. In some ways, I see this as a bit of a race against time. We have these huge problems that are looming, and who knows when things will reach some sort of trigger point that we can't return from.

On the other hand, we have these great tools, facilitated mostly by the Internet, that we can use and I'll explain some of those later.

Now, one thing that's exciting to me about talking to this audience is, I believe that women and girls are uniquely situated to use these tools to change the world in the future. For how many thousands of years men have been mostly in charge, men have made the decisions, men have kind of dictated, men have dealt with the conflicts, mostly in unsuccessful ways. Now women, more and more, are empowered to become our leaders. They're being taken quite seriously, fully seriously in some venues, and gaining more and more stature in other places. And with these tools, the social technologies, I'm super optimistic about what girls and women can do.

So when Bruce got in touch with me to talk to this audience, it was, like, perfect. I think if I had to put my money down, it's not on men making future decisions; it's what the girls we're working with will be doing five, ten, twenty years from now. I'm even getting chills talking about it. I think it's very exciting and this is the hope of the future. If this didn't exist, I would not be very hopeful.

I want to establish a bit of a metaphor, I guess, or an analogy. I'm not an expert on wildlife or anything like that, but here's sort of the headline for my talk. If you take away one idea, this is the idea. Here you have some lion cubs, and here they are playing with each other. They're fighting, but they're not really fighting. They're playing. They are goofing around. They're practicing fighting. What I think is happening is, they're preparing themselves for a future where they have to protect themselves, where they have to get something to eat and so on. So what they're doing, goofing around like this, is very serious work. They're preparing for future roles they must play to survive.

In the same way, I believe what our students are doing on Facebook and other social media is like this. It may seem trivial, it may seem like play, but this is the stage that's the dress rehearsal. They're in dress rehearsal mode for what I think will be very, very important and serious work in the future: Climate change, conflict, poverty, education, all those huge issues. What they're doing here is getting ready. They don't know that yet. They don't know that. But those tools they're using today, the way they're connecting, the way they're interacting, if they're not doing that now, we're in trouble. But the better they get at these tools, the more optimistic we can be. That's kind of the thesis or what I am talking about, and I'll come back to it. But I just want to put the headline up front. Okay?

I even think, with some luck -- I don't think it's guaranteed, but with some luck -- 30 years from now we could have substantial global harmony. Now, there are a couple of reasons I think this is true. One of them is these technologies and our abilities to solve the problem. The other reason is, we'll have a generational shift.

You can imagine, say, 30 years from now, when we have a conflict between countries, somebody in -- let's make something up -- Brazil is having a conflict with Turkey. Well, don't you think the leaders of those

countries all grew up using Facebook, and they probably have friends who are friends of friends in the other countries? So rather than having to go to some big summit, at least from the beginning, they might go, "Oh, I have some friends in Turkey through Facebook," or whatever we're calling it then. The connection between the countries will just sort of be part of their lives since they were young, unlike us.

Let me give a kind of an analogy. At least when I was growing up, I was in school here in Fresno, in, say, ninth grade, if my social studies teacher had come and said, "Okay, you know, it's Friday, have a good weekend, you all. But on Monday I want you to come in and you need to have reached out to another person in another country and asked them these three questions about health care. Come back Monday and we're going to talk about it. That's your homework over the weekend. See you Monday."

What would I have done in 1970-whatever? Oh, my gosh. From Fresno, California, how am I going to reach somebody in another country to talk about health care? I don't know. I'd go home and ask my parents for help or something.

Today what would happen? Students probably wouldn't even mention it to their parents. Just go home, get on Facebook, You Tube, whatever, get it done, go back on Monday, and probably most every student could complete that assignment pretty well. That, to me, is some evidence that the world really has changed dramatically.

Let me give you a little bit of my background. I went to Stanford to study this one question, which was considered a little crazy at the time. How can we create technology to change people's attitudes and behaviors? So I conceptualized this area, the world of behavior change, the world of technology, the overlap. And at one point it was very small. Now it is enormous. In fact, every website, I believe, has some persuasive intent. So the web is all about persuasion.

I wrote a book on it eventually. The web is about persuasion, which was not very well perceived at the beginning, but now it's pretty obvious. And I think social networks are all about persuasion. On the one hand, Facebook, Incorporated, is persuading us to upload our profile pictures, join a group, click on what have you. But more interestingly, we're persuading each other, "Look at my picture, comment on my pose, join my group, attend this event," and so on, just like we do in everyday life. Now the persuasion is moving on line and the platform that happens to be the winner and I think has one won for the foreseeable future is Facebook.

You might hate Facebook, and at times I really do. You might like it. But you know, bad or good, it is changing our lives, and it will continue to do so. I think that's why Linda and I decided, oh, just a year ago, to teach a class for parents on Facebook. We did it at Stanford and actually got hundred of signups, and the room wouldn't hold that. But we taught the class, and what we were trying to figure out is: How do you teach Facebook to parents, you know, to people of our generation? They don't learn it usually the same way that our students learn it.

So we figured out a curriculum, we tested it, and so on, and then from there, we created the book that we want to share with you today. And I'll come back to that and how important it is to have parents and teachers we think on Facebook. I'll just be really clear. Like Facebook, hate Facebook -- I'm in both camps -- I strongly believe in it; Linda does, too, that we need to be on Facebook and understand it. That's important. And I'll come back to that.

I didn't get serious about Facebook until 2007. It was actually in 2005, soon after the Facebook launch, maybe two to three months -- I need to go back and look at the timeframe -- where one of my students did a project for my class on Facebook. I was having my students do these little one-minute commercials about a persuasive technology, just as a fun project, and to force them to focus on key elements presented in 60 seconds, I think video skills matter a lot for the future. And one student did it on Facebook. "Oh, that's nice video. Whatever. That's for students. Whatever. Move on."

And I really didn't think much about it until early 2007, and I was running a technology company that was for everyday people, and we were watching the role of Facebook, and I e-mailed Facebook and said, "Hey, let's talk about some sort of partnership here. We think we have something that interests you. Let's chat."

And they said, "Yeah, come on in."

And honestly, I was a little surprised; right? Small fish and they were just like the fish that was just exploding. At the time they probably had 20 million people on board, which was considered huge at the time.

And so I went with my CTO into Palo Alto there on University Avenue, you know, almost literally across the street from Stanford, and sat down, and they said they were doing this thing called FLATFORM. We want you to be on board with FLATFORM, we're launching in May. And we said, "We don't really understand what you're saying, but yes, we will be there, and yes, we will have apps ready to go."

And as I walked out the door -- I remember this really distinctly -- I was walking out the door with a guy named Dave Moren, who was in charge of FLATFORM. And I said, "Dave, this is huge for education. This is huge."

And Dave had worked with iTunes at Apple previously. "I know."

"Dave, we should talk about this."

"Yeah, I know."

Well, that discussion never really happened in a great way, because FLATFORM took off and Dave recently has just left Facebook to start a different company. Fortunately, there's some good things happening in the education space. Not enough, but that was kind of my instinctive reaction. There are huge implications for what we can now do, because what I saw, even before this -- it was probably 2006, I was starting this new class on mobile phones and persuasion, and again, kind of an unusual topic at the time, and the class had no reputation or history, so it was always about recruiting new students. So my TA created a Facebook group and I was like, "What?" And then the students joined the Facebook group, and I had my class. So early on, I saw, well, at least it's a student recruitment tool, anyway. Thank you, Dean Echols, for showing me how to use it.

But it wasn't until May 2007, this launch, where we rolled out what we had done and some other companies had, and our applications, we got thousands of users every day, but what was really astonishing was one company that went from essentially zero users, seven days later they had a million users of their application in one week. I had never seen that before, and I was like, "Okay, wow. This matters. I want to teach this at Stanford."

So I e-mailed Terry Winograd -- some of you may know his name -- at Stanford, who oversees kind of the area of computer science where I teach. And I said, "I want to teach this thing on Facebook."

And he's like, "Facebook? Are you sure?"

And I was like, "Yeah." Of course, this is e-mail. "Yeah, it's important. Things are happening related to my work."

"Okay, we trust you. Good luck."

And so six weeks later this is what it looked like. One of the great things about Stanford is they don't get in your way when you try to do something new. And so there was really very little oversight, and we didn't really

quite have the right rooms. The students packed in, and we ended up with about 75 students. Nobody had taught this before, and the idea was this: "Okay, students. You're going to create applications for Facebook. You have ten weeks. You have no budget. And the way you're going to be evaluated is not my opinion or my co-teacher's opinion about what you are doing, but metrics. How many users? What level of engagement? And we're going to compare you against everybody else launching apps at the same time. You aren't being compared against each other, but the rest of the world. You all can get A's, you might get C's or F's. If you get Fs, we get Fs, too, as teachers."

And they got really nervous. "That's not fair. These are full-timers. These are pros."

And we were like, "Welcome to the startup world. A lot of students want to start something."

Well, this story has been written, not fully, but enough. It's been covered enough. Fast forward. By the end of ten weeks, if you looked at all the student projects and combined them, they had engaged 16 million users for their applications, which nobody expected. Nobody expected this to happen. We had an open class final. As this was playing out, they were getting three and four million users and I'd wake up the next day and say, "Oh, my gosh, we have half a million more users."

It was crazy. So I said, "You know what we'll do for the final?"

And I never give tests or quizzes. It's always projects and stuff. I said, "We're going to have an open final," and I rented a room at Stanford Alumni Center, and we let people sign up. We had 550 people come to the final so they packed the room. The students presented. It was very fun, and it cost my lab \$10,000, unfortunately, but it was kind of worth it, because we were saying, "Hey, here's this new thing in the world. Students with no experience, with no money were able to reach tons of people," and off the record, some of the teams were making \$2,000 to \$3,000 a day. Yeah. And there were a few people that paid for their entire Stanford education just through the class. Others sold their companies and apps. I'm kind of getting off topic, but just to give you the impact.

So I was in Italy speaking last fall about peace innovations, and spent some time in Florence with my parents, and I was sitting in the bus. We'd gone to Sienna, we're coming back, and I pulled out my phone to look at e-mail. I had an e-mail from a student who said, "Hey, I haven't really stayed in touch with you very well, but we just sold our company, and this has allowed me to retire." But that's not the punch line. The punch line is this. He said, "I have now started a nonprofit with friends, and I now have the life I have always dreamt of," which to me was the punch line. Awesome.

Not all of them did that, but many of them learned how to do this, how to innovate. The secret sauce is this: Think clearly about what you're doing in terms of behavior change, and then run many trials. If you do it right, the potential is very big. Facebook was, I think, just sort of a little bit of a demonstration. The apps they created aren't going to change the world really, but I think the methods and the process and the confidence they got certainly put them in a position to do big things, like the students who started the nonprofit and so on. Other people have sold their companies and so on. It continues to play out. It's actually really fascinating.

What I said after I saw that first burst of a million users in 2007 is, like it or not, Facebook is the number one persuasive technology of all time so far. It's changed more behaviors, faster, more significantly than anything else. You may hate Facebook, but I think this is a fact. And what changed?

I wrote an academic paper on this. I won't go into much detail. For the first time ever, we can take the power of interpersonal persuasion, that kind of influence we have on siblings and families and small groups, a very powerful dynamic, and you can scale them up like mass media. It's that combination we've never had before.

And Facebook -- and other technologies, but Facebook is the best example -- allowed us to bring all those pieces together. Specifically the pieces look like this. I won't go into details on it. But you know, persuasive technology was new enough, but those things in gold -- that's what Facebook and other things have allowed to happen. So those six pieces have come together. Wow, it's a different game now. You don't have to be a huge company to reach millions of people. You don't have to be a government leader. Ordinary people and small teams and even students working in dorm rooms, if they have the right formula, the right idea, and the right capacity, you can reach a million and you really can have impact in the world. So this is why I think inventing peace is a real possibility in a way that it never has been before.

This is a really hard problem. I'll get to it in a minute, how hard this problem is. But one reason I think it's possible is this. Growing up in California, when I was growing up, littering was kind of an issue. I remember as a kid, you know, people would litter and it really wasn't that bad. True confession. I remember riding along in our little station wagon. Little? It was a big station wagon; there were seven kids in our family. We were going along in Fresno, California, and we might throw trash out the window and our parents didn't like it but it wasn't completely forbidden, you know. It's like, "Okay, that was bad to litter," whatever.

Well, then there was this campaign about take the earth. Take care of it. Some of you might remember these commercials, this ongoing campaign. I remember in school there were things like, "Give a hoot, don't pollute," and on and on, "Adopt a highway," and little by little, things changed to the point today, well, perspectives have changed. If you're riding with a friend in a car, let's say, and she was like eating a Big Mac and she took a wrapper and threw it out the window, you would just go, "What? Are you kidding me?"

So it really has changed, and I think that's pretty deeply seated in the culture. Schools played a big role, didn't they? And so as you look at peace, empathy, however you want to define it -- I'll get to some definitions of it -- I think we can change something very fundamental there. It won't be instant. This is why I think the shortest time period is 30 years. But I think we can do it.

Let's look at the power of Facebook. In fall 2008 there were 100 million members. This was a huge deal. They were adding a quarter-million a day. Remember when I got started with them with the apps things, there were about 20 million members. By the end of that year, there were 52 million members, and then 100 million. Today I think many of you know they crossed the 400 million-member market, adding almost a million a day. They may have a billion people who've signed up for their service next year.

I actually revised this slide. I had 750 million, because I had shown this in Milan at the talk that I gave. And I thought, no, they're almost at 750. Let's put the number out there of a billion. They might be there a year, 18 months from now. Who would have known that?

I started a group on Facebook. These aren't my friends, but they joined the group that I started. All over the world. All over the world. So now the idea of me reaching out to someone in Turkey or the Philippines or Sri Lanka -- not that hard. And students with no budget and a little bit of time and motivation can invoke mass interpersonal persuasion. And so I do think peace could be possible.

Now, it's a really, really hard problem. Peace has a very bad brand if you want to talk about it that way. We get criticized at Stanford for talking about peace. Sometimes they just think you're crazy. But part of the good news is, being at Stanford they can't think you're completely insane because you're at Stanford and you're, I guess, supposed to be smart, or something.

But I taught a class on peace innovation, and one of the things we did was, let's break peace down into its parts or antecedents. We're also calling it roots or elements. Don't know what the word is. Technically what's called antecedents. And peace is very fuzzy. You can't really measure this thing, but when you break it down to the smaller parts you can. So we did some research around it. What are the elements or the antecedents of peace?

This shows you some of the early work we did there. And when we clustered these things, here's what surfaced. Optimism. Just the belief that peace is possible is an antecedent to peace, and that seems pretty clear if you look at the flip side of that, pessimism. If everybody believes it's never going to happen, it certainly won't; whereas optimism has really great effects on us psychologically. We work harder, we talk about it more and so on. Empathy. I won't have to explain that, but empathy is an important thing. The point is, empathy can be measured; right? Peace really can't be measured, but you can measure empathy and changes in empathy. Psychologists know how to do that.

Basic needs. There's ways to track and measure that. Tolerance, culture change, and more. So by looking at peace, breaking it down to the antecedents, then it becomes a problem that's actually trackable, that you can say, "We're going to talk, we're going to target optimism around peace or target empathy," and then you can measure point A and point B, and did we actually change it?

So that was the approach that we developed in the course.

Now, this is still a really hard problem. I think the overall approach is right. Break it down into parts, create interventions to achieve these parts, or measure priorities on these dimensions as you move along. In my work, I have come to believe this: That many crummy trials beats deep thinking. The old way of innovating -- and this is part of the message I have for people tomorrow, people in big companies. It used to be if you wanted to create something new, software, you had to plan it out for months, and then you had to coordinate with all these players for months, and we're going to launch 18 months from now. You know, it was this huge, huge process.

Today that's exactly the wrong approach. Although a lot of old companies and old brands are doing it that way, there's planning forever, and it turns out that doesn't work because some college student or some teen in his garage is cranking something out over the weekend and shipping it on Monday. And they may get it wrong, but they'll do something the next week and learn something, and the next week, and they'll be able to run 50 trials before you even get your first product out the door. Think how much smarter they're going to be than you are. You really only learn by doing.

So this is kind of the mantra I have for my students and my industry work, and this is what works in the Facebook class. What I didn't tell you in the class was the story -- I will say this; I think I'm doing okay on time -- smart people and ambitious people, when they have a project, tend to make it a huge project and they tend to overthink it, what I call big brain fallout. I'll come back to it.

What we did to force the students to shift back was that we set a deadline to put an app out in the world. A lot of them missed it, but we didn't have a punishment in place, so we said, "Okay, students, half of you didn't ship on Monday. If you don't ship something on Facebook, we're going to dock ten percent of your grade a day until you do ship."

What that forced them to do was just get something out the door. We said, "We don't care what you do. Just get something out the door."

Well, it turns out that the projects that they thought a lot about never worked. Ever. There wasn't a single project where they worked, where they thought a long time and they built many bells and whistles and arms and legs -- not a single one of those worked. The only ones that worked were the ones they did very fast, and then they grew them. And I'll show that later through this story.

One of the classes I taught last year was called Persuasive Videos. I'm always doing these weird angles. I gave students this assignment: Change behavior, use video in some way to do it. And one of the students wrote back, "I'm just so stuck. There are so many variables. This is so hard."

And part of my job as a teacher is, "Okay, I'm going to try to help you do this thing." So I wrote a quick e-mail back and said, "Here is what you can try doing". Boom, boom, boom. And I was super busy, but I thought, you know, I'm just going to do one. Rather than tell her what to do, I'm just going to show her.

So like I said, before she was into this big brain problem, and I wanted to help her. I said what I can do right now, fast and goofy so when she and other students look at it, they think, oh, that was so stupid whatever I do is going to be better than what B.J. did, because that was really dumb.

So I took this little computer right here and I shot this video. "Hi, this is B.J. Fogg. I want you to improve your health right now. Go get a vegetable and eat it right now. Me? I'm going to eat lettuce. Delicious. Okay? Do that and come back to Facebook here, and let me know what you ate, okay? See ya. Bye."

Did that work? So I posted it to Facebook, and notice it's 19 seconds, it looks really simple, but there's kind of some subtleties here. It's sophisticated, but super simple. I posted it on Facebook and within minutes of this one, people watched it, people start commenting about the vegetables they were eating. So this is my measurable result, right? I put it out there, including people that said, "I don't have any veggies. I'm at work. I don't have any veggies around me."

And they realized they lived eight hours of their day with no fresh vegetables within reach. Anyway, I'll fast-forward a bit to this. But the big idea here is for my students and hopefully for some of you to think small, get the small thing to work, and then expand. This has been the formula of every consumer Internet play that has worked. Google, little search box. Yahoo, just a list of links. I remember, as a graduate student, looking at what other graduate students were doing. Just a list of links. That's all it was. Facebook was just a directory for friends and so on.

Everything that is big today started small in the consumer's space. Everything that started big in the consumer space, launched big, has failed. And I can find no exception to that rule. Enterprise is different, but this is how a consumer works. So to succeed, you get a small thing working, and then you expand it these various ways.

I have a lot more I can say about this, but it's not really the point of this talk. The talk is, or the point in some ways is, don't overthink some of these things. Even the issue of peace is big and huge, and hard as that is, if you can break it down into little smaller parts and we're going to move the needle slightly on optimism, you have something real and important if you can predictably boost somebody's optimism.

And that's what we worked on. So it's like think small, think lettuce. Break it down into pieces that you can address, and then a bunch of little trials. These flowers represent our trials, I guess.

So what the students did in the peace innovation class on the one hand, let's just measure the effect of what is already happening in the world. There's this thing called couch surfing, which helps travelers meet up with each other and so on. So they went and did some measurement of what is the effect of using couch surfing? They also looked at the effect of YouTube and so on, and then they created new little interventions. So again, they usually had 14 days to run these studies.

You know that thing called FreeRice? So FreeRice actually would not respond to us, so they replicated it, and what these show are just some data graphs of FreeRice using video and so on, to show that they can get some movement. And these aren't highly scientific, but it was concrete, and if they scaled it up, they could get scientific results.

So the method and measurement tools -- when I say peace is a really hard problem, it's because of this. What are the methods? How do you measure it? The issues of distribution are hard, the issues of tools aren't really hard. It was like: How do you measure it? What are the methods for it?

So just so examples of what the students did, and what I think is possible with the tools we have. Innovation really is the core here. And the way I see innovation is, you cycle between chaos and control. On one hand, you're inspired to go into trials, MIP being masked interpersonal persuasion, trying a bunch of stuff, and the more people trying stuff, the better, because you don't know what's going to work.

In the Facebook class we didn't know which student ideas were going to work. It's sort of a horse race. But once one of them started working, evaluated, they shared their ideas back to the rest of the class, and the rest of the class picked up on, "Oh, here's how you do invites." "Here's how you do calls to action," and so on. So it's this cycle of innovation that really made the Facebook class take off. It's really the essence of Silicon Valley. The fact that you have entrepreneurs sitting down at Starbucks, "We're doing this, we're doing that, this worked, this didn't work," entrepreneurs very much helped each other. It's just part of the culture. They realize at some point they might be competitors, but also, there's something about entrepreneurs that they help each other. And if something is working for them, they share it. I think this is the cycle of evolution. It will be the way we achieve peace, a 30-year intervention, there's no one solution.

So sometimes when people write about what my lab has done regarding peace and, oh, the persuasive technology lab is going to bring about world peace in 30 years, no, no, no, no. We're not saying this. We're saying that we have this process of innovation that people can use. And it's not our process, but there is a process. We can try thousands of things. Just like for global warming, there's no single answer. There's going to have to be thousands of solutions. The same thing with peace. And that doing counts a lot more than talking. A lot, lot, lot more. So, you know, many crummy trials beats deep thinking.

This is really hard for people to swallow. You know, when I talk to big companies, even engineers don't like to do this, because they just want to get everything done. So most of the people I work with, this is so hard for them to accept, but it is just the truth. You have got to try stuff, even if you make mistakes. I mean, most of the stuff I try doesn't work. But I'm getting better and better. The odds are getting better and better. And that's kind of what it's about.

So let's bring it back to Facebook a little bit, and the potentials that we see with Facebook. Of course, my students, your students, are excited about Facebook. You put projects on Facebook. They're all excited.

Let's talk about areas where we think Facebook can really help students learn a skill. Now, we know we're not talking to a parenting audience, per se, but what Linda and I say is: The issues that you face on Facebook are not new. It's all about applying what you already know to this new environment. And Linda has this phrase which I love. Facebook is the number one tool for parenting. In the book she calls it the power tool of parenting, which stuns some people. But certainly when you read the stuff in the book -- and I'll hit some of the highlights -- it really is the new power tool of parenting. And actually it's a good thing, in terms of awareness, keeping us up to date.

I don't have kids. Linda has eight kids. I don't have any kids, so she's sort of the one. But I have students, and it keeps me in touch with what my students are up to, and my relationship with students is very different than a principal with minor students. My students are adults. But stay aware with what they're doing. Communication, staying in touch.

Last night Linda and I were working together, and she was getting chatted on Facebook from her kids and whatnot. Just keeps you in touch. And there are five life skills that, on Facebook, we can help our students and our kids develop. First of all, identity skills. A lot of our students are doing a bad job in terms of presenting their identity on Facebook. This is an opportunity for us as hopefully people that understand these better to help them do a better job with identity.

This is one of my lab researchers. This is her profile page and so on. Essentially what they're doing is presenting their brand to the world. Again, this is the dress rehearsal. This is the practice. This is the clubs. How do you present yourself to the world effectively? Facebook is a great way for them to practice. They get real-world feedback very fast. They make a lot of mistakes. I have gone to some of my students and said, "Do you really want to put that picture up about you?"

It may not really be my role to be -- what shall I say -- I'm very honest with my students. When I don't know something, I tell them. I never friend them, but if they friend me, and I see something that I think is bad judgment, I'll let them know. I think that's just how I can help them.

Next, learning skills. I think there are a lot of learning opportunities on Facebook, Stanford has understood this, and I actually went to them and said, "Hey, Stanford, the game has changed. Let's talk about how it's changed."

And then they hired my company to help them do a strategy for Facebook, and so on. So Stanford now has a fan page. They share some of the work of the university through the fan page, and it's become a really significant part of how Stanford does outreach. Not only for ideas, but also for recruiting students into Stanford. It's not a huge problem, admittedly, but it's always a competitive landscape.

For me in my own work, I was supposed to be speaking on this topic, mass interpersonal persuasion, a while back. Nobody had ever heard these ideas before. So I wrote the paper, I posted it, and then I posted the video to Facebook that said, "Hey, everybody, go to this place, look at my paper and give me some feedback. I need it right away."

And then I tagged people in the video. These people weren't really in the video, but this is how you get their attention. You tag them. And look what happened. I was really tired. And the video shows it. "Hi, this is B.J. I'm so tired. Go to this site, read my paper."

Well, within 24 hours, big discussion on my paper. People that I had hand selected, people who didn't know each other, talked about what's good, what's bad. I revised the paper, I shifted it, got published. I used it as a way to get feedback, and I have also used that in my classes. "Before you turn this in, you must post it to Facebook and get three people to respond to your work."

You know what? They work harder for that than they work for me. So at least in that sense, it's a great learning opportunity.

Let's talk about the relationship skills. Facebook's all about relationships, as you can imagine. Our students have tons of friends on Facebook, and sometimes this can be a little bit of a problem. I'm going to have Linda tell a little bit of her experience about branding on Facebook. It's a true story, Duchess Pugmire.

MS. PHILLIPS: As B.J. mentioned, yes, I do have eight children, and yes, I am crazy. And six of those eight are girls, so I feel your pain. Very much so. But as we were teaching the class at Stanford, the concern grows as to how do these kids judge who their friends are, and how do they ascertain who they friend and don't friend?

And I wanted to run a little experiment but, at the same time not expose any of my children, particularly my daughters, to strangers on Facebook, we fudged a little bit. And I too have a few dogs and horses and a few other things at my place in addition to my children so we said, Well, I'm going to make a Facebook page for my dog Duchess. We did do a video, but we aren't going to show that one today. So what I did with my dog Duchess is, I got home one afternoon, and I had this brilliant idea. And I called my daughter up and I said, "Hey, I need your help setting up an experiment for me for my class at Stanford. We're going to make a Facebook account for Duchess."

She said, "Mom, Duchess is a dog."

I said, "I know, but just do what I say."

So we sat down, put the account together, and I said, "Okay, you have got 20 minutes. Go out and friend anyone and everybody that you can, but no one that you know, and see what happens."

And so she did. She spent 20 minutes. She came back. "Okay, I'm done."

And then three hours later we checked it. Duchess had 59 friends. And we did not put a picture up on her at first, like you saw her. It had the Facebook shadow. So people who were accepting her friending request didn't know who she was. I didn't indicate that she was a dog.

Three hours later we did go ahead and put up the picture of her as a dog, and then the next morning she was up to 81 friends. And then later that week when we went to teach the class, she had 136 friends. And not only that, she had 17 pending friend requests.

As we followed this experiment, I turned to my daughter and said, "Hey, what do you think? Duchess has more friends than you have."

And she said, "Mom, I just don't think Duchess has very good judgment."

So that was sort of our experiment, which unfortunately is pretty true with a lot of these kids today on friending policies. That's one thing that we're trying to teach parents and educators like yourselves to teach kids good judgment on who they need to friend and how they need to ascertain who that person is going to be. They don't have to accept every friending request that they get.

Another way that Facebook is a tool is, of course, relationships skills. And when John Lasseter spoke yesterday, something hit me that I think is so applicable in every aspect of life, especially in something like this. It's not about the technique. It's about how you use the technique. And Facebook is no different.

How do we use Facebook to connect with our family and with our friends? In my home, Facebook has been a connecting thread throughout all of my family and all of my children. I still have six children at home, and even though we do have family dinners, we do regularly interact with each other, Facebook has become another layer on the skin of communication for my family. B.J. said last night as we were working -- three of my kids kept texting me or actually messaging me on Facebook, which warmed my heart, but at the same time sort of got in the way because I was trying to work. But nonetheless, this is an example of one of my daughters that ran a marathon. I posted the picture and gave her a congratulations. As you can see, the rest of my family chimed in and congratulated her, as well.

I have another daughter who's an avid swimmer. She does not like us to go to her competitions because it makes her very nervous. And I feel a little gypped on that. I wish I could go. But I respect her opinion, and she's a very good swimmer, so it's like, "Okay, Nicole, we won't come because I know it makes you nervous."

But it's through Facebook that I know how she's done in her swim meet because as soon as she gets out of the pool, as soon as she completes her relay or her match, she'll go to her iPhone and post what her results were, or post a picture of her and her friends hanging out. And even though it makes her nervous for us to be physically there at the match, we are still there virtually, through the fact that she will post her updates on Facebook. And so there again, it's relationship tool, a connecting tool, that I wouldn't have access to otherwise unless I wanted to infringe on her rights and her wishes as far as a competitor. Maybe someday she'll get comfortable with us being there, but she's sort of shy, so I'm fine with this for now.

MR. FOGG: Onward. You should have a handout where we outline the five types of skills that are learnable through Facebook. The next is leadership skills. Before I dive into this, let me make sure I get crystal-clear with the overall messages here. The message is, yes, students and kids can do this, but they need adults in their lives to coach them on these skills. Even though they have this tool for building groups, for presenting their identity, they're not automatically going to know how to do that. So it really comes down to having adults or more experienced people in life to coach them. We may not know the tools well, but we can certainly help them use the tool to do things like leadership, build a group, run an election, promote a company, even, I guess, in this case organize a wedding reception and so on.

What was curious, when I went to Stanford, about Facebook being an issue in what they were doing, what they were letting happen was when somebody would get accepted to a new class at Stanford, the students themselves would start the Stanford Facebook group for that. What that meant is the students own the page. Stanford did not own the page. Actually, Stanford said you don't want this, this affects your alumni association and affects your business model, fundraising in the future, because 20 years from now, these students are still going to own this page, not you. And so good for the students for taking the leadership initiative, but Stanford kind of had another plan. We run it a little bit differently now.

Then professional skills. There's a whole host of things that people can do professionally using social networking. Let me show you an example, not necessarily through Facebook, but other tools. This is my student Ramit Sethi. He carved out a niche called *I Will Teach You to be Rich*. He did a book on it. He pushed his book to number 1 on Amazon. This is him live - the day of his book launching. And he just kind of masterminded this system so his book went up to number 1 on Amazon, which in some ways is a professional skill, self-promotion, I suppose. But there are other skills, finding jobs, helping people, and so on. So the overall message isn't any detail. It's here are these skills and we can bring our experience and help other students and our kids learn these skills, and Facebook is the platform for a lot of this, like it or not, the life skills.

The persuasive potential of Facebook makes this true. Kids will have power to reach and engage in ways we never imagined. And as they're in dress rehearsal, as they're in this training ground, I think it's important for us to be there, too, to protect them from problems, near-term and long-term and to coach them to be better, because I think this is what is at stake, absolutely the future of the world is at stake, and that's a huge statement, but I think it's true. And I think Facebook is -- there's other technologies that matter and others that will emerge, but right now it's really about Facebook.

So this is what motivated Linda and me to do the class for parents on Facebook, to help parents connect with their kids, coach them, protect them, because at the end of the day, my motive is to have the parents influence the kids to be better using these tools, so eventually they can go on and do the very, very important work that they're going to need to do in the years that come. It won't be us that actually solve these huge problems. I really think it's the students we're working with right now.

So with that, thank you very much for your attention. I have left 14 minutes for questions. Can I just direct them myself, Bruce? We do have a book for everybody in the back. Let me explain that a little bit. We pushed really, really, really hard to get the book out. There are a few mistakes in it, but we wanted to have it here for you. And if you knew how hard we pushed. Anyway, it's here. So there's one for each of you.

MR. GALBRAITH: That's so generous of you. And I will also say that of all the speakers I have worked with, this is the most kind and generous person that I have dealt with. He would like us to take one per person. This is a real world, and to be fair, we hope you sell a lot of them.

MR. FOGG: Questions, please?

MR. GALBRAITH: We'd like you to use the mic and say your name.

MR. CLARK: I'm Ham Clark from Philadelphia. I run a big co-ed school. We are just beginning to have a Facebook presence for our alumni association, but we are really concerned about teachers and students interacting on Facebook, and have actually set a policy that you cannot friend students, and I just wonder if you would comment on that. We go K through 12, and middle school kids, as they get on Facebook -- there are actually some lower kids on Facebook now -- just learning what's appropriate, what's not appropriate, and trying to make sure our teachers understand where the boundaries are. So I'd love to hear your thoughts.

MR. FOGG: That's a great question. Linda is going to talk about that some in the workshop. I don't have the perfect answer for you because in my own life it's different. Every student at Stanford is an adult. My own policy is: I never friend them. They have to friend me and then often if they're in my class, yes, I accept.

It's a completely different landscape, I think, for minors. I don't have a great answer for you. But I think you're doing right in having a policy. And then if you change the policy later, great. Linda will talk about that in the workshop later. It's a great issue. But I don't have the perfect answer for you.

MR. GALBRAITH: The workshop is in the room to the left of the lounge. Bring your laptop.

MR. GOLDING: B.J., I'm Tim Golding from Wooster School. We're pre-K to 12. I'd love to get a show of hands of schools that have exactly what Ham has. We've just done that ourselves, and I'm just wondering how that's moving. Okay. Thank you.

MR. FOGG: Linda and I were looking over the outline for the workshop. There is an area in the workshop for principals to discuss among yourselves -- and this might have never really happened before -- where principals can share with principals around some of these issues. So it's an emerging landscape, and I'm glad to see we do believe in policies: Friending policies, family policy around Facebook. We can talk to that. But I'm not an expert on what K through 12 should be doing in terms of policy, but policies make a ton of sense.

MS. CLARKE: I'm Pam Clarke. Have your students at Stanford reported any change in their ability or in their time spent with real people because of the amount of time they spend on Facebook?

MR. FOGG: That's a great question. I don't have data on that, but let me give you my sense of things. On one hand, you could argue Facebook takes away from face-to-face time because they're satisfying that social need through Facebook. On the other hand, you could say they are actually priming relationships better through Facebook. So they are setting up -- "Let's go get tacos. Oh, are you going to the party?"

So it kind of goes both ways. One of the students Linda has worked with has a quote in the book, "You know, when I go and see somebody again, I don't have to say, 'Hey, what have you been up to?' I can dive right into the conversation because I know what they have been up to, so you get through the small talk and go right to core issues."

Again, I don't have data, but I think it's going both directions. On one hand you might have less face-to-face. On the other hand, you might promote more. I would look to Pew Internet Researchers to probably eventually determine the answer on that one.

MR. JONES-WILKINS: I'm Andy, from Community School, a small K-12 school in Sun Valley, Idaho. I'm intrigued by Twitter and Facebook as marketing tools. We've heard stories, especially in the last year or so, of friends finding each other and learning about schools from their friends on Facebook and eventually ending up maybe coming to those schools, which is a nice thing. And I wonder if you and your lab have done any research on the successful use of getting the correct message about your school or your organization or your business out, versus perhaps one you might not want to have.

MR. FOGG: There are a lot of people who are more expert than I am on the specifics of how to use social media to market stuff. But let me try to give you what would be my answer. Certainly that phrase, those nine words, "Put hot triggers in the path of motivated people," is the secret sauce about at least getting behavior to happen.

Your question is more about how do you know you're getting the right message out there. That's a little fuzzier, and that's more like attitudinal and positioning stuff. My work is all about behavior change, and there is a distinction.

So rather than trying to answer that for you, let me refer you to a graduate of Stanford whose name is Clara Shih. She's working on the second edition of her book called *The Facebook Era*. I have a little sidebar in that, that I have to have done in a week, and I think Clara would have something to say about that for sure.

You could get her first edition. Her second edition won't be out for a while. And there are other people who are smarter on that than I am.

So my approach would be dive in. The mistake is to not do anything. That's what I think the mistake is. Because you won't suddenly wake up tomorrow or a year from now and have the answer. The only way you'll figure it out is by trying stuff. Many crummy trials. Try stuff. You can evaluate it in various ways and do little surveys, you can run an experiment, if you want, and test it. That's one of the things I do. But I think you have to dive in and try it, and congratulations for putting stuff out there. There's a lot of organizations who are afraid to do that. But that's the wrong response. You just have to dive in.

MS. TOBOLSKY: My name is Connie Tobolsky. I'm here as a spouse, but I'm also the technology coordinator at Kingsley Montessori in Boston. And I have a question that's probably pretty simple. I imagine a lot of these administrators don't know what an app is, or don't have Facebook accounts, and I run into it with my parents, too, asking, like, "Well what is it? Why should I? I don't have time. It's too much."

But I'm curious, what kind of apps did your students create and how is that different than a group?

MR. FOGG: Great question. Let me kind of get the temperature. How many people here have a Facebook account? Good. Most of you. Awesome. Perfect. Great. I don't want to put you on the spot if you don't have one.

SPEAKER FROM THE FLOOR: How many are like me and don't have a Facebook account?

MR. FOGG: About 40 percent. You guys are really a close group, aren't you? All the winery tours.

Okay. Back to the question. We talk about this in the book. There's something we call basic Facebook, which is the stuff Facebook, Incorporated, has built for you. That includes groups. That includes photo-sharing. So those are apps, but Facebook created them, and it happened before 2007.

Then you have this other layer called extended Facebook that includes apps. Anybody can create apps. That's what my students did. You just create the apps. I even created some apps. I'm not a coder, not very good. And the apps that my students created can be really simple, and some of them are quite sophisticated. The biggest app right now -- how many of you are familiar with FarmVille? It's a big thorn in your side. FarmVille has, what, 80 million users now. It's just an app on Facebook.

FarmVille is just this virtual farm that you attend, and your friends do it, too, and you collaborate. I do not use it. It's very addictive. But somebody else in the room I know does do it with her family. She'll talk more about apps in the workshop.

We have stuff about this in the book, but let me summarize. Generally it's not about really interacting as a group on Facebook, and this is a big surprise to adults or parents. "Oh, I joined a group about, you know, Italian cooking, but nobody is posting anybody." Groups don't work that way on Facebook, groups are more like bumper stickers. You join a group to say, "I love Italian cooking." More identity than interaction.

I have been on Facebook's case for two years. Improve your group product. It's terrible. It's not engaging. And they have had other fish to fry, such as launching pages and revising privacy policies and so on.

We talk about the loopholes of privacy on Facebook, and apps are one of them. When you use an app, you are essentially friending the app creator, and they have all the access to your information that a friend would have on Facebook. That's the way to summarize it. So apps are untrivial. Facebook disclaims a lot of stuff. We pull it out of the book and we make it apparent of what you're doing. It's huge. It's the stickiest privacy issue today I think, apps and what's going on. It's pretty crazy, actually. I almost never use apps anymore, personally.

MS. SMITH: Joan Smith, Roland Park Country. Just an anecdote. I have a student that gave up Facebook for Lent because she was just getting nothing else done.

MR. FOGG: One of my students created the Oregon Trail app and then sold it to Oregon Trail after kind of a legal issue.

MR. MERRILL: John Merrill. I'm a spouse. B.J., I wondered, would you speak to the risks of Facebook? I think everybody knows about the mother who adopted an identity and hounded a girl who eventually committed suicide. And there are some other stories like that. Are there some kind of rules that you can pass on to parents and responsible adults?

MR. FOGG: Yes, we've outlined them systematically in the book, and I don't have such a great memory that I can go through them. But first of all, yes, be on Facebook. Don't let the risks scare you away. But be really careful what you share and your privacy and who you friend.

So we have three chapters around privacy, how to clean up your profile, what the settings should be. That's obvious. But also who you should friend. So my policy is: I never friend anybody I haven't met in person. I just don't. Kids do differently. Some of my colleagues have thousands and thousands of friends on Facebook they have never met. For me, Facebook is about people I have actually met in real life and for me, it makes me feel like I have reduced the risk some there. Certainly there are some dark sides and some weird things that can happen, like you just described. I think that just doesn't happen often, and when it does it's all over the media.

The things that really do happen are: You get tagged in a photo. A lot of people can see it that you don't want to see it. You create a photo album. By default, photo albums are open and public unless you go in and change it. Those are the real things that happen. They're kind of small annoyances, but they're real.

And part of it is understanding if I create a photo that creates an album, I have to restrict that album to just friends or networks, and so on.

Facebook frankly is complicated. It is complicated. If you're feeling like you're overwhelmed, join the club. It is complicated. So what we've tried to do is present the things that you should pay attention to so it becomes just habit, so you can protect yourself on Facebook, and students and kids.

MS. HOLLAND GREENE: Hi, B.J. I'm Wanda Holland Greene. I'm the head of a girls school, and honestly, I'm of the generation, I'm supposed to have a Facebook page, but I will not do it because I'm just going to say it, I hate e-mail, I can't stand checking it, and I like being by myself. And part of what I'm paid to

do as the head of school is think, and have silence and quiet, and I like myself when I'm by myself, as well as when I'm with other people.

So I'm just curious to know, do you think that those of us, whether we're 40 or 70 and leading schools, are truly going to be overrun and left behind if we are not on this train? Because I really won't do it. My friends are so mad at me because I won't do it. But I have my Blackberry sitting here. My biggest fear when I leave here is that red flag that they're going to be looking at my face to check because I have been here for three days. Imagine if there were more Facebook pings, billings to check. The thought of it, B.J., makes me want to hurl. So I just want to ask you: Should I or shouldn't I?

MR. FOGG: I have good news and bad news. Let me start with the bad news. I do believe, as head of school, if you're not using Facebook, if you don't understand what that's like, you are not going to understand your current students. It's just the fact. And it's the way it is. You're just choosing not to be in the world that is huge to them. That's the bad news.

The good news is, Facebook is much more manageable than e-mail. Probably the number one problem in my life is e-mail inbox issues. Enormous. And I have said that for years. I actually spoke at Stanford to an industry group that said e-mail is ruining our lives, people. Wake up. It's ruining our lives. And I did not get a great response. A few women came up later and said, "Yeah, you're right." The women get it faster than the engineering guys do.

However, with Facebook you can control the level of engagement. Facebook is not a problem in my life. It's one of the delights, frankly. So give it a shot. It's not like e-mail where, oh, my God, 200 e-mails this morning alone. By design, very smartly, it's designed to be convenient. So you do it when you want. Your friends do it when they want. It's asynchronous. If you're not on it for two weeks, nobody cares. Nobody complains if you don't log into Facebook for two weeks. So that's one of the geniuses of it.

So give it a little shot. You can always delete your account sort of, sort of, if you decide not to do it. We'll talk about it. It's a little weird, but like it or not, we have to be in this world and use it to our advantage.

Let me wrap up with, it's a historic opportunity. What's missing? Leadership, which is us. Vision, tenacity, persistence. If we can help our students learn that, inspire them, I think we're on a good path.

Thank you very much.

MR. GALBRAITH: Is there anybody that successfully uses two different e-mail addresses? When the phone rings, I don't answer it. When the e-mail comes, I have to answer it, because it's to me, because some of it is personal. But I wondered, are people using "head of school at such-and-such," and then you also have one for yourself? Does it work? Does it cut back on some of the routine stuff that someone else can handle?

Two things, please. Gail Tsukiyama beginning at 12:00, with lunch. There's time to pack up, or something, if you wanted to do that. We'll eat first and then she'll present.

But I want to do something before she nails me, because we had dinner last night and she is really funny. She's not just a poet. She's a novelist. And it said "Poetry on the Porch," and so that sounds nice in the program. That's my fault.

But I want to be sure you have at least one poem.

*I'm no longer just a poet,  
But dear Brucie didn't know it.*

A few closing words from our president, please, Ellen.

MS. STEIN: This really isn't closing, because I hope you all will join us for lunch, but I do want to thank all of you for being here. Speaking, Wanda, as a dinosaur, I just learned a little something here and throughout the conference.

I want to give special thanks to our executive director, Bruce Galbraith, for organizing this.

I do want to mention again the program committee and Wanda Holland Greene.

As a reminder, the Administrative Leadership Seminar for Women fills up very quickly, so if you know of anybody here, anyone in your schools who would like to sign up, you get first choice from being here, so let me or Bruce know about that.

There are evaluation forms, which are very useful for us. If you would fill them out. And there's an additional question on the form, an attachment.

MR. GALBRAITH: It has to be verbal.

MS. STEIN: Verbal. Okay, not next year, when we're going to be in Charleston, but the year after, NAIS is in Seattle. And the question for all of you is: I don't know how many actually go on to NAIS. But do we want to be in or near Seattle two years hence, or would we like to be in a warmer climate? If you could give us your guidance on that.

MR. GALBRAITH: One flight to Seattle to the two locations. Yes? Or warmer? Those are the two. So how about one flight? And how about warmer? The warmer guys are playing golf. I'm sorry.

MS. STEIN: That's very helpful. Thank you. Safe travels back. I hope you all were energized by this conference, and I look forward to seeing you in Charleston, if not before. Thank you.