

University of San Diego

Digital USD

Philosophy 332: Business Ethics

Philosophy: Student Scholarship & Creative Works

Spring 2018

Oral History Conversation with Ben Alemu

Daniel Kurzweil
University of San Diego

Amy Nguyen
University of San Diego

Natalia Galan Bataller
University of San Diego

Devin Aubert
University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/phil332>



Part of the Business Administration, Management, and Operations Commons, Business Law, Public Responsibility, and Ethics Commons, Curriculum and Social Inquiry Commons, Entrepreneurial and Small Business Operations Commons, Junior High, Intermediate, Middle School Education and Teaching Commons, Philosophy Commons, and the Vocational Education Commons

Digital USD Citation

Kurzweil, Daniel; Nguyen, Amy; Bataller, Natalia Galan; and Aubert, Devin, "Oral History Conversation with Ben Alemu" (2018). *Philosophy 332: Business Ethics*. 4.
<https://digital.sandiego.edu/phil332/4>

This Oral History is brought to you for free and open access by the Philosophy: Student Scholarship & Creative Works at Digital USD. It has been accepted for inclusion in Philosophy 332: Business Ethics by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.



ORAL HISTORY CONVERSATIONS WITH CHANGEMAKERS

By Students in PHILOSOPHY 332: Business Ethics | Spring 2018

BEN ALEMU
(SENDFORC)

WITH CHRISTOPHER RODRIGUEZ & PEDRO CANTORAN

Conducted by Amy Nguyen, Daniel Kurzweil, Devin Aubert, and Natalia Galan-Battaler

(Devin) Ben, before we begin the conversation proper

00:00:03.450 --> 00:00:05.130

and just by way of an introduction to scholars

00:00:05.130 --> 00:00:08.730

who would be listening to the record of
this conversation can you please give us

00:00:08.730 --> 00:00:12.650

a brief overview of what Theravision Health Informatics does and what kind of

00:00:12.660 --> 00:00:15.390

social impacts you're trying to achieve with SendforC?

00:00:15.390 --> 00:00:17.930

(Ben) Awesome, so Theravision Health Informatics

00:00:17.930 --> 00:00:24.320

is a health technology firm that partners with hospitals to really bring technology

00:00:24.330 --> 00:00:30.150

to patients that expedite their recovery
so we're partnering with the U.C.S.D. Health U.C. Irvine Health

00:00:30.150 --> 00:00:33.160

help their patients
walk more in the hospital

00:00:35.490 --> 00:00:42.360

(Devin) And then in terms of what are you really trying to do to improve social impact with SendforC as well?

00:00:42.770 --> 00:00:45.700

(Ben) SendforC is really
the key to the puzzle, because that's

00:00:45.700 --> 00:00:51.490

a very participatory group and by engaging youth and social entrepreneurship we hope

00:00:51.500 --> 00:00:56.670

that they also start businesses and teaching programs so that they in turn involve

00:00:56.700 --> 00:01:00.900

even more people. So that's kind of like a growing network of service.

00:01:03.220 --> 00:01:07.340

(Daniel) So was there any program or something that you were involved in the past

00:01:07.340 --> 00:01:12.870

that gave you the inspiration to start SendforC and the whole engagement process?

00:01:13.130 --> 00:01:16.610

(Ben) So, is like a really interesting origin story because there's like

00:01:16.610 --> 00:01:22.810

a high school project. So, the alumni of our high whose name is Kevin who was

00:01:22.810 --> 00:01:28.170

a graduate student at Berkeley he came back to our school and said I have an idea for this

00:01:28.540 --> 00:01:35.760

volunteer program where college students teach high school kids about science and research and he kind of

00:01:35.770 --> 00:01:41.020

invited us to start it with him, so it wasn't really my idea. It was kind of an initiation

00:01:41.030 --> 00:01:43.370

that he wanted to get us all involved in

00:01:43.890 --> 00:01:49.990

(Ben) You can come in Andy, one of our USD student

00:02:05.190 --> 00:02:09.930

(Daniel) So, was there anything from like you, so what was his name the guy that came

00:02:09.930 --> 00:02:12.170

(Ben) Kevin

00:02:12.170 --> 00:02:17.540

(Daniel) Kevin, okay. So, besides Kevin was there any like childhood experiences

00:02:17.540 --> 00:02:23.270

or anything from your past that kinda gave you some connection towards SendforC

00:02:23.280 --> 00:02:26.220

or any other organization that you work with?

00:02:26.220 --> 00:02:34.700

(Ben) So, myself, Andy, and Kevin came from the same high school. I can't speak for everyone but my experiences

00:02:34.700 --> 00:02:41.340

high school seemed very disengaged from actual learning, it be more like cramming before an exam

00:02:41.340 --> 00:02:46.750

learn a lot of information, forget it the next day and like maybe some people like that

00:02:46.760 --> 00:02:53.110

but I was very discouraged. But when I looked around me and people didn't really take learning seriously

00:02:53.110 --> 00:02:57.160

So, I was really excited when people came together to say we want people to

00:02:57.170 --> 00:03:03.380

use learning to foster social innovation among the youth now was really enticing idea

00:03:03.380 --> 00:03:11.470

even though none of us really know what that meant or how we even do that. It was really audacious idea.

00:03:11.470 --> 00:03:16.670

(Devin) How did you initially gather more like grow your following

00:03:16.670 --> 00:03:18.790

when you first established in everything and how did you get

00:03:18.800 --> 00:03:22.330

other students interested and to feel as deeply about it as you did?

00:03:22.330 --> 00:03:24.800

(Ben) So, I really helped us out was having a call to action

00:03:24.800 --> 00:03:29.440

and for us thankfully due to Facebook you kinda of post like these

00:03:29.740 --> 00:03:31.120

Facebook pages where there's

00:03:31.130 --> 00:03:37.310

a lot of incoming students. So, I listed in 2014 and I said hey we're SendforC

00:03:37.310 --> 00:03:41.110

we want to use science to make an impact. We're going to compete in this NASA

00:03:41.120 --> 00:03:46.240

competition in these two categories

e-mail me your idea we might build some of

00:03:46.250 --> 00:03:50.540
these projects. So the fact that there was
an invitation for other people to get

00:03:50.550 --> 00:03:55.620
involved, both those projects would end
up being completed and we won that NASA

00:03:55.630 --> 00:04:00.890
competition. So that's really an interesting
way that even us as eighteen/nineteen-year olds

00:04:00.900 --> 00:04:06.020
we're not doctors, we're not engineers, we're not working professionals but even

00:04:06.030 --> 00:04:14.370
these partially formed ideas, we as young
people could still develop them and it's a really interesting idea. I think, so

00:04:14.370 --> 00:04:18.720
(Devin) So, initially the response even just of like social media

00:04:18.720 --> 00:04:22.680
postings and everything, you initially had a really strong response right just of that

00:04:22.680 --> 00:04:25.760
(Ben) Around thirty to forty people but then

00:04:25.760 --> 00:04:32.410
there tends to be a lot of people who just show up then they don't come back and it's like this long

00:04:32.450 --> 00:04:39.560
process of churn and like getting stable
teammates volunteers but that was that at the very beginning.

00:04:41.490 --> 00:04:45.740
(Daniel) So, with the volunteers, from what

00:04:45.740 --> 00:04:49.660
understand you're kinda pairing high
school students with college professors

00:04:49.660 --> 00:04:55.830
or people you know there in the fields, so how do you find those professionals that are

00:04:55.840 --> 00:04:59.170
willing to give you time out of their day to help you in your cause?

00:04:59.170 --> 00:05:05.180
Thankfully there's a lot of working professionals that are really excited about our mission for

00:05:05.190 --> 00:05:09.250

a lot of different reasons maybe you could kind of talk about what attracted you SendforC.

00:05:11.630 --> 00:05:15.570

(Chris) Well your question earlier about like what sparked his interest

00:05:15.600 --> 00:05:20.360

a lot of us may not have had.

00:05:20.360 --> 00:05:24.800

You know a solid academic and how would you put it

00:05:24.800 --> 00:05:27.800

(Ben) background maybe or experience

00:05:27.800 --> 00:05:34.510

(Chris) mentor, so that's really the impetus for it. My interest at least.

00:05:37.860 --> 00:05:40.830

(Ben) You want to talk about what attracted you for SendfC

00:05:40.830 --> 00:05:43.770

(Andy) Well I mean I actually found out through one of

00:05:43.790 --> 00:05:48.160

his Facebook posts. He send out an e-mail like a call for

00:05:48.460 --> 00:05:53.440

a mechanic coordinator and I looked into it because I was just looking for experience

00:05:53.460 --> 00:05:57.950

in that point. When in actually when in and actually read what they were doing and actually

00:05:57.960 --> 00:06:03.760

like looked into the organization I really I kind of just like connected with it

00:06:04.320 --> 00:06:10.190

because I really do think that it really helps out. There you really help

00:06:10.210 --> 00:06:14.390

these kids that don't have the same opportunities other people do and kind of

00:06:14.410 --> 00:06:21.330

brings them into like it brings them it helps them. It helps them

00:06:21.350 --> 00:06:26.910

have seen opportunities, it helps them kind of work their way out of what they what

00:06:26.910 --> 00:06:31.690

they're stuck in and that really, that they really kind of spoke to me I really.

00:06:32.730 --> 00:06:33.710

I had seen a lot of people had

00:06:33.720 --> 00:06:40.010

a just been stuck in the same. The same cycle and they're helping break the cycle

00:06:40.130 --> 00:06:42.490

giving them a different opportunity.

00:06:42.490 --> 00:06:46.860

(Amy) In terms of like working with younger students in high school

00:06:46.880 --> 00:06:52.460

do you guys do rotational programs so like mentors have different opportunities to work with

00:06:52.470 --> 00:06:56.230

others students, not just the same group or how does that work?

00:06:56.230 --> 00:06:59.840

(Ben) So kind of the model is once we talk with the school and kind of secure like

00:06:59.850 --> 00:07:04.590

a classroom, a time, and like interest students. They get to pick what they want

00:07:04.600 --> 00:07:07.390

to study so it's kind of like predefined like

00:07:07.400 --> 00:07:13.010

a menu of options. Do you want to study in the computer science track or biology or

00:07:13.020 --> 00:07:16.840

engineering so based on their interests they're pair of

00:07:16.850 --> 00:07:20.370

a core of mentors and they develop projects throughout

00:07:20.380 --> 00:07:25.020

a year or two years based on what they define. So,

00:07:27.900 --> 00:07:31.840

(Devin) You talk about how well initially you guys got involved in the NASA project

00:07:31.850 --> 00:07:35.100
and one of the first things that you
did, do you still compete in similar

00:07:35.110 --> 00:07:40.270
projects like as they work on these couple projects every year or two

00:07:40.270 --> 00:07:42.780
do you still do similar
competitions in such?

00:07:42.780 --> 00:07:47.780
(Ben) I post a lot of opportunities that I try to encourage our volunteers and our students

00:07:47.790 --> 00:07:53.820
to get involved but literally every week.
I like try to post different links and opportunities.

00:07:53.820 --> 00:07:57.420
So, I hope people are applying

00:07:57.420 --> 00:08:02.020
(Devin) So, it's kind of at their own will if they are just kind of interested in doing

00:08:02.140 --> 00:08:06.590
a certain project or something. Is at their own will to get involved.

00:08:06.600 --> 00:08:08.400
(Chris) We're focusing on rebuilding right now

00:08:08.400 --> 00:08:14.490
more than encouraging outside competitions kind of things. We are in rebuilding phase.

00:08:15.530 --> 00:08:20.490
(Devin) What is your ultimate goal in your rebuilt?

00:08:20.490 --> 00:08:26.580
(Chris) There's a lot I mean funding, recruitment for students, partnerships with you know other

00:08:26.590 --> 00:08:32.520
people who are sort of passionate
about education and

00:08:33.350 --> 00:08:38.940
curriculum building just every asset
or facet of education really.

00:08:41.149 --> 00:08:47.670
(Amy) Do you see this like students they're working with right now coming back in the future and
maybe serving as mentors themselves?

00:08:48.510 --> 00:08:53.190
(Chris) That's definitely a nice

cycle for sure and we have a couple that are like that.

00:08:53.190 --> 00:08:55.620

(Ben) Yeah like three of our original students they are now

00:08:55.760 --> 00:08:58.770

college students as
incoming freshman at

00:08:58.770 --> 00:09:05.080

U. C San Diego and S.D.S.U. What is really cool it that they are majoring in the same things

00:09:05.090 --> 00:09:09.570

they pick our program. So, hopefully that
had a lasting influence

00:09:09.570 --> 00:09:12.410

(Devin) Have you seen anything like direct results of

00:09:12.820 --> 00:09:17.200

like students that you've worked with and that have been in your program and then have gone

00:09:17.240 --> 00:09:22.830

on to like majoring in the same kind of field or something? Like, do they a lot better or

00:09:22.840 --> 00:09:26.980

are they more involved so far
kind of things?

00:09:26.980 --> 00:09:31.350

(Ben) Maybe, that is because they are incoming freshman

00:09:31.350 --> 00:09:37.440

(Chris) It's very early because the project is three or four years old yet, so to get that sort of data or follow
up is still

00:09:37.450 --> 00:09:43.040

kind of just happening. We like to claim that type of success, right?

00:09:43.050 --> 00:09:47.250

But that it's kind of hard to put
that on paper right now. This early

00:09:47.700 --> 00:09:51.480

(Natalia) But how do you know that you're going in the right direction?

00:09:51.480 --> 00:09:58.580

(Chris) Great question, return volunteers, return mentees continued relationships with schools these are
all sort

00:09:58.590 --> 00:10:04.750

of more holistic indicators of our success.

00:10:04.750 --> 00:10:09.890

Because each program is sort of tailored towards that student or that school.

00:10:09.890 --> 00:10:11.630

You may have an increased G.P.A.

00:10:11.640 --> 00:10:15.180

or test score be an indicator
for this student. You may have

00:10:15.220 --> 00:10:20.600

a Startup as an indicator of success for
this group of students so because of that

00:10:20.610 --> 00:10:26.800

it's very difficult to define what success is and we also don't really want to do that

00:10:26.800 --> 00:10:27.780

because you know that there's

00:10:27.790 --> 00:10:31.320

a lot of sort of controversy
behind how effective our G.P.A

00:10:31.320 --> 00:10:35.980

or SAT scores and things like that and like everybody is measure differently and

00:10:36.100 --> 00:10:40.900

we sort of going to support the idea that
you know you define what is success for

00:10:40.910 --> 00:10:45.240

you for this particular
endeavor or outcome.

00:10:49.220 --> 00:10:53.670

(Natalia) So, Theravision Health Informatics and SENDforC have different approaches,

00:10:53.670 --> 00:10:54.530

(Ben) Yes

00:10:54.530 --> 00:10:57.230

(Natalia) one is a social enterprise and another one is a company.

00:10:57.230 --> 00:11:01.830

What are the main differences between starting both companies?

00:11:01.830 --> 00:11:06.050

The really interesting part and I recommend everyone who is watching this

00:11:06.060 --> 00:11:10.690

or interested in business studies. Start a pet project that's

00:11:10.700 --> 00:11:15.250

a passion and stick with it for three to four years. So, like SendforC was very

00:11:15.260 --> 00:11:19.280

nebulous and it didn't exist at the beginning so we had to create the whole

00:11:19.290 --> 00:11:24.320

foundation for SendforC, with at least for me and others that's like twenty five - forty hours

00:11:24.320 --> 00:11:30.040

a week for four half years. So you have to train everybody, recruit them, onboard them

00:11:30.050 --> 00:11:35.170

get grant money, get these working professionals, organize equipment, teach at the school

00:11:35.180 --> 00:11:41.290

like it's, like so intense training. So creating Theravision and

00:11:41.290 --> 00:11:46.950

getting it in a really hot direction in three to four months it was really easy because of all that

00:11:46.960 --> 00:11:51.980

training and documentation we already both. So, I don't know if that answers like the

00:11:51.980 --> 00:11:58.230

complete question but that kind of professional training facilitated other projects in other companies

00:11:59.530 --> 00:12:04.110

(Daniel) So it seems that you were pretty busy?

00:12:04.120 --> 00:12:10.100

yeah, especially I was looking in your LinkedIn and last years seem like super busy for you.

00:12:10.100 --> 00:12:15.510

I was wondering if there was any part/aspect of your life that you maybe feel like you missed out

00:12:15.510 --> 00:12:20.080

because you had so many obligations and opportunities that you were going for?

00:12:20.080 --> 00:12:27.880

(Ben) Yeah, so that's actually like a really true dark side of Startups and other projects. At least for me is like the

00:12:27.900 --> 00:12:33.420

first year and a half for SendforC you know that is kind of doing well based on the people who

00:12:33.430 --> 00:12:38.370

are coming back and the words we get

but I don't consider that like actual true

00:12:38.380 --> 00:12:40.390
accomplishment because that's not

00:12:40.400 --> 00:12:45.130
directing serving our mission. So we have
sustainability and like documentation

00:12:45.140 --> 00:12:50.820
training. So I got the sense that everything I did, it's like this castle of sand that

00:12:50.830 --> 00:12:55.920
could fall apart at any moment like if I
don't do any task or answer the phone call

00:12:55.930 --> 00:12:59.790
or answer the email some stuff
probably won't happen so that's

00:12:59.800 --> 00:13:04.210
a lot of product stress and worry that
it keeps knocking out at you day after day

00:13:04.550 --> 00:13:08.880
and that for all of us what students you
probably have other things that should

00:13:08.890 --> 00:13:14.480
take up your time and I know definitely for
me secondly the academic components

00:13:15.120 --> 00:13:24.250
suffered a lot until I said no, learned to say no and told people to asked me if they need help for their stuff.

00:13:25.820 --> 00:13:28.610
(Devin) What really kept
you motivated throughout all of like the

00:13:28.620 --> 00:13:33.860
stress and the hardships of it, what was like your ultimate motivation that really kept you

00:13:33.870 --> 00:13:37.720
determined to keep it going, keep it growing and everything?

00:13:37.720 --> 00:13:44.760
(Ben) So, at least like my interpretation of what I believe SendforC is and I think everyone else has their

00:13:44.770 --> 00:13:49.720
own vision of SendforC which I think
is really powerful. Is this idea that

00:13:49.730 --> 00:13:51.800

young people could change the world than

00:13:51.810 --> 00:13:57.770

a like a really insidious idea that when people start getting evolve in SendforC

00:13:57.780 --> 00:14:02.800

I see what kind of impact they have when they teach and while they're teaching

00:14:02.840 --> 00:14:06.590

they understand how to start their own projects so it's like

00:14:06.600 --> 00:14:11.900

a cascade of different projects and programs these people have created. So part of it is

00:14:11.910 --> 00:14:17.130

like seeing how much enjoyment the people get out of it and how much growth I see

00:14:17.140 --> 00:14:20.320

in other people so even though the fact that it's like

00:14:20.330 --> 00:14:24.760

a really tiring and it seems like there's always worse up to do.

00:14:24.760 --> 00:14:29.280

It's really encouraging to see how people get enjoyment from it

00:14:29.280 --> 00:14:37.100

(Amy) Like right now, I mean we discuss that is just been four - five years since you introduce SendforC

00:14:37.100 --> 00:14:42.940

Do you see this growing outside of San Diego?

00:14:42.940 --> 00:14:50.040

(Chris) Well yeah and actually because it's a college-student base model that's really like the I wouldn't say genius because

00:14:50.050 --> 00:14:53.750

there's many of the other words that imply the same model but that's where the

00:14:53.930 --> 00:14:59.710

potential is really to grow it at every chapter that we can that also has an

00:14:59.750 --> 00:15:02.710

underserved community because that's the that's sort of the key element of SendforC

00:15:02.720 --> 00:15:07.930

is that we're trying to get
students who are or who have the means

00:15:07.940 --> 00:15:13.220

academically and the passion to help bring
up under-served students who are also at

00:15:13.230 --> 00:15:17.780

risk students so wherever there is at
risk here or you know students who need

00:15:17.910 --> 00:15:20.240

academic boost there's got to be

00:15:20.250 --> 00:15:24.390

a college nearby and we're hoping to have
students that would want to take on

00:15:24.400 --> 00:15:28.730

our mission sort of evangelize and
so we do have a chapter at U.C.

00:15:28.740 --> 00:15:32.810

Berkeley who's actually kind of our tip of the spear right now on their partnered with

00:15:32.820 --> 00:15:37.210

a charter school up there and they're
supposed to start their curriculum in

00:15:38.140 --> 00:15:43.820

September or October you know there are several but
and we have some fledgling chapters

00:15:43.830 --> 00:15:47.060

other colleges but mainly right now, it's U.C.S.D

00:15:47.530 --> 00:15:50.600

And love to start a chapter U.S.D.

00:15:50.610 --> 00:15:56.240

If we can do some recruiting. So it's possible.

(Devin): Is active growth like something

00:15:56.250 --> 00:16:00.180

you guys are really working on or you're trying to focus on really growing your current project before?

00:16:00.190 --> 00:16:06.850

(Chris): Growth is just so
difficult because when you initiate growth

00:16:06.850 --> 00:16:10.810

sometimes it goes in directions you weren't

expecting and then you have to sort of

00:16:11.170 --> 00:16:15.730

manage our growth so you couldn't you
could recruit students and people who are

00:16:15.740 --> 00:16:19.410

passionate but they're also going to need
mentoring. How do they build curriculum? How

00:16:19.420 --> 00:16:24.100

do they go fundraise? How do they engage other
students in schools? So every bit of us

00:16:24.110 --> 00:16:28.860

that we put into growth, it takes a bit
from like a core mission like writing

00:16:28.870 --> 00:16:30.800

a grant or talking to

00:16:30.810 --> 00:16:36.740

a principal. Things like that so it has to
be sustainable for us too and for every

00:16:37.060 --> 00:16:40.770

for every hour that maybe one of our
volunteers puts in it's like two or three

00:16:40.780 --> 00:16:44.790

hours we're putting in that they don't
see. See like Ben was talking about he

00:16:44.800 --> 00:16:48.780

was busy last year like you mention and
for all of us who sort of lead any

00:16:48.790 --> 00:16:52.230

nonprofit or any organization,
there's so much work we're doing behind the

00:16:52.240 --> 00:16:57.470

scenes that people just don't see and
what they what they do see is what you put on

00:16:57.480 --> 00:17:02.680

paper or that our connection with the
students or whatever. So as much as we can

00:17:02.720 --> 00:17:07.890

handle with you know his other company,
my working full-time and you know people's

00:17:07.900 --> 00:17:11.329
studies and stuff like that it's whatever
we can really handle still the live

00:17:11.339 --> 00:17:11.800
somewhat of

00:17:11.810 --> 00:17:18.690
a balanced life you know.
(Devin): How did you actually get involved in the project and everything?

00:17:20.010 --> 00:17:24.660
(Chris): Me specifically?
(Devin): Yeah
(Chris): So I was just finishing my M.B.A at Rady

00:17:25.099 --> 00:17:25.950
U.C.S.D

00:17:26.210 --> 00:17:31.120
business program. And Ben posted-
it's actually funny. Ben posted an initial

00:17:31.370 --> 00:17:32.120
request for

00:17:32.130 --> 00:17:36.440
a campus coordinator and I applied to
because I like SendforC's mission

00:17:36.450 --> 00:17:39.940
And I read about it and whatever.
I liked how he put his email.
Ben 's very good with

00:17:39.950 --> 00:17:44.590
words and with text and stuff. So
I was like oh this could be cool let me

00:17:44.600 --> 00:17:49.420
apply, and I remember him saying "I don't think
this is the greatest fit for you and I'll keep

00:17:49.430 --> 00:17:55.100
you posted for something later."
Something along those lines.
My ego was struck

00:17:55.110 --> 00:17:58.950
immediately as like what I'm just finishing-
but yeah you got to just kind

00:17:58.960 --> 00:18:02.490

of read behind the lines or
whatever. And I was like wow ok we got

00:18:02.500 --> 00:18:05.410
a lot of work experience and I was
in the military and in the N.B.A.

00:18:05.420 --> 00:18:10.470
And stuff like that and OK whatever
I didn't pitch this to him. But I was

00:18:10.480 --> 00:18:11.060
a little I was

00:18:11.070 --> 00:18:15.230
a little. I was kind of like really?
But he reached out later for

00:18:15.240 --> 00:18:15.830
a C.F.O.

00:18:15.840 --> 00:18:20.140
position and I wanted to kind of enhance my
project management experience and be more

00:18:20.150 --> 00:18:24.130
applicable for like you know companies and
job searches and stuff. So I applied to

00:18:24.140 --> 00:18:25.760
that and he said yeah you'd be

00:18:25.770 --> 00:18:29.400
a great fit. Let's interview,
let's talk about the org. Well,

00:18:30.090 --> 00:18:33.970
a few months after joining SendforC
and talking with the- he mentioned Kevin

00:18:33.980 --> 00:18:38.680
and a couple other founders and then I
noticed that there was a little bit of

00:18:38.690 --> 00:18:41.820
a gap in leadership. There was not

00:18:41.830 --> 00:18:46.350
a consistent voice speaking for SendforC.
There was nobody really teaching me my job

00:18:46.360 --> 00:18:52.470
and I said you know, hey who really should

be leading this org and I just pose it as

00:18:52.480 --> 00:18:57.360

a question because you got to really collaborate on stuff like this and you know I said

00:18:57.800 --> 00:19:00.840

I'd be willing to do it if you guys thought I'd be a good think I'd be

00:19:00.850 --> 00:19:02.340

a good fit, and we had

00:19:02.350 --> 00:19:06.380

a lot of conversations about it. They had their own conversations and we just

00:19:06.390 --> 00:19:09.850

decided that you know Ben and I work really well together which is really important

00:19:09.940 --> 00:19:11.110

to have a good cohesion with

00:19:11.120 --> 00:19:15.230

a team- be able to feed off each other and stuff. And to share

00:19:15.270 --> 00:19:20.370

a vision and we do.

I also come from you know a pretty challenged background

00:19:20.380 --> 00:19:25.280

I didn't have any academic mentorship growing up. I barely graduated high school

00:19:25.460 --> 00:19:28.920

I barely graduate in undergrad I had one of the lowest G.P.A. at San Diego State.

00:19:28.930 --> 00:19:35.180

So I've had my struggles academically, and I know the power that happened

00:19:35.190 --> 00:19:38.380

having somebody to kind of reach back and say hey you know I can help you out with

00:19:38.390 --> 00:19:43.060

this or let's kind of stoke your motivation and so you know here I am.

00:19:46.140 --> 00:19:51.380

(Devin): I feel you all kind of said similarly on the lines like difficult, complicated

00:19:51.390 --> 00:19:55.950
past and everything especially like in school and everything. Open for

00:19:55.960 --> 00:19:58.160
anyone of you guys to answer but did you have

00:19:58.600 --> 00:20:03.110
any specific role models or anybody in specific that really helped you push yourself

00:20:03.120 --> 00:20:08.120
academically, and challenge yourself and kind of led you to these great accomplishments

00:20:08.130 --> 00:20:14.410
that you've made thus far. (Andy): Well personally, it was always my parents that pushed me

00:20:14.980 --> 00:20:16.750
they were college graduates. So I'm not like

00:20:16.760 --> 00:20:20.630
a first generation college student, but they were always in those that would push me because

00:20:20.640 --> 00:20:25.700
I was never academically inclined so to speak. I would always be kind of that type

00:20:25.710 --> 00:20:30.110
of guy would be like I can coast by and not do any of the work and I'll pass it was

00:20:30.120 --> 00:20:35.270
fine, but they would always be on me to you know better myself and they were really

00:20:35.280 --> 00:20:41.670
pushed me to actually achieve better grades, better academic

00:20:42.050 --> 00:20:46.460
successes and they actually pushed me

00:20:46.470 --> 00:20:50.770
to come to college because I originally did not necessarily want to come to

00:20:50.780 --> 00:20:54.850

college. That was not always
my goal but there was

00:20:54.860 --> 00:21:00.960

a kind of push me to it and they are really
what kind of motivates me.

00:21:03.160 --> 00:21:06.420

Because they've sacrificed so much just
to make sure I've been able to get here.

00:21:08.290 --> 00:21:13.850

(Ben): Awesome, do you want to answer that?

(Chris): I have zero,

00:21:14.850 --> 00:21:18.900

nobody really stepping into it to see I
was doing school. My mother was just like

00:21:18.910 --> 00:21:23.390

if you're in classes and not get
you know suspended, you're good. That kind of thing

00:21:23.690 --> 00:21:26.540

and I knew I was going to go to college
directly after high school. I actually went

00:21:26.550 --> 00:21:32.390

into the military so I didn't really have
any motivation from that aspect but my

00:21:32.400 --> 00:21:37.930

motivation for going even going to college
and trying was to was to come back and

00:21:38.410 --> 00:21:43.650

military to be an aviator and I remember
my biggest influence was actually military

00:21:43.660 --> 00:21:48.850

officers that I work with. And they were
educated and they were huge professionals

00:21:48.860 --> 00:21:55.510

and sort of that. Beat working alongside
those guys was pretty powerful

00:21:55.520 --> 00:22:01.850

motivator for me to going to school and
study engineering, and so that was like it was sort of

00:22:01.860 --> 00:22:08.180

my motivation but you know that's it.

(Ben): Awesome. So I think with my family like my dad

00:22:08.190 --> 00:22:09.950

came from a refugee background with

00:22:09.960 --> 00:22:15.940

a tenth good education so he kind of
really moved up the ladder and taking like

00:22:16.290 --> 00:22:20.990

trade school community college classes, and
ending up being valedictorian of his university

00:22:21.880 --> 00:22:28.830

so like really engrained and in everything
he teaches is like dedication. It's OK if

00:22:28.840 --> 00:22:29.840

you don't maybe reach

00:22:29.850 --> 00:22:36.740

a certain goal but you're not going to
half ass something like not really give

00:22:36.750 --> 00:22:43.630

it everything you have. So far academically, like motivation he is that role model but

00:22:43.640 --> 00:22:49.510

for extracurricular and like entrepreneurship
stuff I don't think I have that many role model

00:22:49.520 --> 00:22:56.460

(Devin): So just kind of doing your own thing
and figuring it out yourself?

(Ben): So that's

00:22:56.470 --> 00:23:00.240

like a good thing and a bad
thing because you get to iterate

00:23:00.250 --> 00:23:02.530

a lot and really improve on

00:23:02.540 --> 00:23:06.770

a lot of things you do very very
quickly, but the bad thing is it's

00:23:06.780 --> 00:23:13.510

a huge time sink and it's very draining
so there's like great and bad aspects

00:23:13.520 --> 00:23:20.350

of maybe not having direct mentors in that instance.
(Chris): Yeah, it does help to have somebody

00:23:20.360 --> 00:23:24.980
who sort of give you right and left limits, like you
know maybe pair back here try

00:23:24.990 --> 00:23:31.150
this or whatever.
When you're doing it on your own, you just go.
Sometimes it's not efficient and other area

00:23:31.160 --> 00:23:38.080
were it lacks as a result.
(Ben): Yeah
(Daniel): Has there been any

00:23:39.480 --> 00:23:44.580
specific instances or stories of you know something
that happened to you that really inspire you

00:23:44.590 --> 00:23:49.110
a certain way that led you to sort of your
decisions- in the growth of your

00:23:49.120 --> 00:23:55.580
organizations or beginning of them?
(Ben): All right, I got to think about that for a few seconds
(Chris): These are good questions

00:23:55.590 --> 00:24:00.430
(Ben): Hmm, at least at U.C.

00:24:00.440 --> 00:24:04.510
San Diego like a lot of the
stuff we've been doing,

00:24:04.520 --> 00:24:08.560
a lot of my best friends have been doing
is encouraging student communities.

00:24:09.110 --> 00:24:13.820
Like the computer science community, the
entrepreneurship community-we don't see

00:24:13.830 --> 00:24:17.950
anything right. We started some of
the first student-run classes that U.C.

00:24:17.960 --> 00:24:22.770
San Diego. We started our own company, so a lot of like when we do stuff for

00:24:22.780 --> 00:24:26.640

SendforC or other students do their own state initiatives,

00:24:27.070 --> 00:24:31.530

a lot of students look to the left and to the right- "Hey how do I start my own

00:24:31.540 --> 00:24:38.400

nonprofit? How do I that?" And once that like opportunity kind of is

00:24:38.940 --> 00:24:40.010

visualized

00:24:40.050 --> 00:24:45.110

a lot of people say "I want to do what you're doing." So because of SendforC other

00:24:45.120 --> 00:24:47.610

people said "How do I make this student council

00:24:47.650 --> 00:24:51.980

a nonprofit? How to make the school newspaper a nonprofit?" So there's like

00:24:51.990 --> 00:24:58.180

a lot of like consulting and guiding other student groups. So then like for SendforC

00:24:58.190 --> 00:25:02.710

we have a lot of Google Docs and documentation. So I just share like

00:25:02.720 --> 00:25:05.590

a lot of information other groups so

00:25:05.690 --> 00:25:10.070

a lot of like information dissemination to even outside bodies is like

00:25:10.080 --> 00:25:14.330

a huge thing I'm fascinated by. You guys want to take

00:25:14.340 --> 00:25:19.190

a stab at that question you know I'm just me any for the first time about oh hey

00:25:19.200 --> 00:25:21.720

there. It's today.

00:25:26.950 --> 00:25:30.390

So it was a question it. Was

00:25:30.400 --> 00:25:37.060
a really specific. Instance or less
are still really. Really got it

00:25:37.960 --> 00:25:43.240
in your colleagues starting pursuing
your passions and your positions.

00:25:46.310 --> 00:25:53.150
Personally I don't really have that I'm
more so just support I really do.

00:25:54.540 --> 00:25:59.470
Support his mission and I can want to do
what it takes because to help him out

00:25:59.600 --> 00:26:03.810
since we've known each other for what is
it seems like almost middle school waiting

00:26:03.820 --> 00:26:05.800
freshman year of high school someone for

00:26:05.810 --> 00:26:10.940
a long time and I know he's always in the
smart guy really motivated guy and oh

00:26:11.020 --> 00:26:17.510
wait he first entered into this mission it
it is speak to me and I discount what I

00:26:17.520 --> 00:26:22.290
want to help him out and make sure that
he's able to accomplish what he wanted to

00:26:22.300 --> 00:26:28.970
accomplish. This

00:26:29.100 --> 00:26:35.710
year's over questions are to stick around.
I dunno. What is the culture like.

00:26:37.030 --> 00:26:43.400
You know it's like people.
You know communicate

00:26:43.410 --> 00:26:48.260
exactly like always and
in. Which some have

00:26:48.270 --> 00:26:51.140
a bias response all of it because it's

00:26:51.150 --> 00:26:57.680

a better shape for sure. Did
me well I were mostly with

00:26:57.690 --> 00:27:02.850

nonprofit I don't really I'm not really
involved with the actual outreach more so

00:27:02.860 --> 00:27:09.840

work on the financial side and for me I
don't really see very many people. Do talk

00:27:09.850 --> 00:27:14.220

with them to Messenger apps and I do have
video calls with other employees or with

00:27:14.230 --> 00:27:19.920

other volunteers but for the most part I
don't really I don't really get to see

00:27:19.930 --> 00:27:23.130

everyone very often especially since I'm
based here rather than what you see as

00:27:23.140 --> 00:27:23.830

these with a little bit of

00:27:23.840 --> 00:27:30.780

a hassle to actually like get off
campus and. Kind of. Be more involved

00:27:30.790 --> 00:27:37.610

over there so I mostly focus on
my own work and whatever you know

00:27:37.620 --> 00:27:39.630

work is given to me or whatever
that wherever that we have

00:27:39.640 --> 00:27:45.740

a meeting it's most always to like a video
call or your business video calls or

00:27:45.800 --> 00:27:52.630

a phone call so you. So oh gosh this
is like he really did it to your

00:27:52.640 --> 00:27:59.450

friend you really want to call him out
Ashton. Well what asses then you see you

00:27:59.460 --> 00:28:04.710

know like Leadership wise or his personality

if it really struck you and want to do

00:28:04.720 --> 00:28:11.710
it in want to help him in his goals
well ever since your late younger

00:28:12.290 --> 00:28:19.280
than that he's been incredibly intelligent
he's most oaken and. I mean he

00:28:19.290 --> 00:28:23.990
started this he started this of nonprofit
to help people out and that's basically.

00:28:25.620 --> 00:28:31.020
All of us basically example that I always
use he he wants to he wants the uses of

00:28:31.030 --> 00:28:37.220
his own intelligence he wants to use he
wants that have helped other people. Not

00:28:37.230 --> 00:28:40.890
only improve themselves but improve the
world around them and that's what I really

00:28:40.900 --> 00:28:44.710
think that it kind of defines his mission.

00:28:49.750 --> 00:28:54.920
(Devin) Did you guys want to answer
(Chris) It's a good, it's

00:28:54.930 --> 00:29:00.950
a good question because like he'd said
when he mentioned nonprofit groups

00:29:00.960 --> 00:29:07.020
as sort of like the core behind-the-scenes group.
Because we're too geographically dispersed

00:29:07.030 --> 00:29:13.210
– and even you know some of
us are grad students, are already working;

00:29:13.220 --> 00:29:17.920
some are undergrads; some are just
coming into college – it's really tough to

00:29:17.930 --> 00:29:23.710
define our own culture. You guys are
business ethics? I'm just trying to tie it to ethics.

00:29:23.720 --> 00:29:29.940
But we were kind of all over the place.
We're on slack, we're on text, we're on emails.

00:29:29.950 --> 00:29:35.190
Sometimes we video call; sometimes
us are in person and. You know I'm ten to

00:29:35.200 --> 00:29:39.330
fifteen years older than most of the group
and then so we have this age you know

00:29:39.930 --> 00:29:42.490
variance and all of these things lead to

00:29:42.500 --> 00:29:46.860
a lot of different interpretations of
how to help and where we are in life and

00:29:46.870 --> 00:29:49.540
so there's a lot of
difficulties but there's also

00:29:49.550 --> 00:29:55.530
a lot of potential to to learn individually
like I don't and I share any sentiment

00:29:55.540 --> 00:29:59.220
like I've been very impressed with Ben's
work ethic from the get go it's infectious

00:29:59.990 --> 00:30:03.910
and it's just nice to work
with him and be doing that for

00:30:03.950 --> 00:30:08.350
a good cause but I were just as much from
talking to him you know in one thousand

00:30:08.360 --> 00:30:12.050
year old student who's just figuring out
their major what they want to do in life

00:30:12.590 --> 00:30:16.550
as I do you know from the other board
members who are working in their companies

00:30:16.560 --> 00:30:20.980
one is in Minnesota or you know Michigan
or want to disappear by the Great Lakes.

00:30:22.080 --> 00:30:24.970
So there's there's just a

lot of potential there it's

00:30:24.980 --> 00:30:28.410
a get together eight years we all look at
things are different mines but the common

00:30:28.420 --> 00:30:31.920
denominator is between want to help you
want to help people who want to help

00:30:31.930 --> 00:30:36.020
students who are disadvantaged and so
we have that sort of binding agent it's

00:30:36.030 --> 00:30:40.040
a good it provides almost its own direction
because we tie back to that like how do

00:30:40.050 --> 00:30:45.330
we make this help some How do we
collaborate in format is to help

00:30:45.340 --> 00:30:49.120
a student who doesn't have kind of thing
so I would say the culture is centered

00:30:49.130 --> 00:30:53.190
around that but it's pretty it's pretty
please everybody has different goals with

00:30:53.630 --> 00:30:59.090
so rather than just think model of business
at the start I enable this also has

00:30:59.750 --> 00:31:02.720
a lot of pros the costs of
this because we operate on

00:31:02.730 --> 00:31:05.250
a student shop their model saddle

00:31:05.260 --> 00:31:11.010
a lot the parents supervising corrupted
dictate. Rethink the sort of chapters and

00:31:11.020 --> 00:31:16.550
kind of and for us on the one curriculum
or one partnership model so we try to

00:31:16.560 --> 00:31:20.870
interview people who are allied with our
mission and say here's an example of what

00:31:20.880 --> 00:31:27.300
we've created in the pot What do you want
to offer to schools so maybe someone says

00:31:27.310 --> 00:31:31.050
I'm really passionate about three
D. Printing can I teach three D.

00:31:31.060 --> 00:31:37.490
Printing kites each data science can I teach
business at that so really an integral

00:31:37.500 --> 00:31:44.290
part of that mission is to enable about
openness or not and forcing like direct

00:31:44.430 --> 00:31:48.230
commands that we expect
people to obey us like

00:31:48.690 --> 00:31:53.480
a challenging trade off if we're like their
supervisors like we want them on the

00:31:53.490 --> 00:31:59.500
ground to even be initiating their own
direction Ashoka complex give and take I

00:31:59.510 --> 00:32:06.130
think. So how does that tie in with
your Hopefully potential growth

00:32:06.170 --> 00:32:08.730
in. Like moving into

00:32:08.740 --> 00:32:14.750
a new chapter is essentially across the
country something like what are the the

00:32:14.760 --> 00:32:19.680
things that really keep center C like this
is our organization like it has these

00:32:19.690 --> 00:32:24.840
different aspects like what are the core
things that you really pass on want to be

00:32:24.850 --> 00:32:30.260
established differently chapters so
there's five core talents that I'm really

00:32:30.300 --> 00:32:36.390
fascinated by that I think similar centrality

from other or both and I guess to be

00:32:36.400 --> 00:32:36.610
like

00:32:36.620 --> 00:32:41.850
a very ambitious and aspirational but the
number one thing that I hope people really

00:32:41.860 --> 00:32:47.580
adopt from our mission is this mindset and
student created student Jevon instead

00:32:47.590 --> 00:32:52.080
oriented the fact that when young people
teach other young people that might be

00:32:52.090 --> 00:32:53.960
even better than a professor or

00:32:53.970 --> 00:32:59.370
a teacher teaching while the fine rigid
curriculum and having someone who looks

00:32:59.380 --> 00:33:03.890
exactly like you two or three
years older working with you for

00:33:03.900 --> 00:33:06.230
a year or two you get to see me over

00:33:06.240 --> 00:33:11.080
a long period of time I could see you grow
and change so I want like this mindset

00:33:11.090 --> 00:33:16.420
of students of in student creators
that aren't it is probably

00:33:16.430 --> 00:33:22.580
a better and more situations and enables
people to be actionable because instead of

00:33:22.590 --> 00:33:25.130
them saying I have to be a
working professional or

00:33:25.140 --> 00:33:27.960
a millionaire to say
if that were out me as

00:33:27.970 --> 00:33:33.710
a sixteen seventeen eighteen on I could do

my small part so that student mission is

00:33:34.250 --> 00:33:40.240

so foundational to what
we believe in so. I'm

00:33:41.180 --> 00:33:47.920

just not sure I. Mean obviously
any I think. There's

00:33:47.930 --> 00:33:54.330

a. Lot of knowledge it's. Just.

00:33:55.380 --> 00:34:01.080

You you know Tina and you know
you and. Your future goals

00:34:02.130 --> 00:34:02.930

move there's

00:34:02.940 --> 00:34:09.659

a lot I think pretty much every
core or. Some pretty is really

00:34:09.670 --> 00:34:14.080

a collection of thirty or forty processes
and it gets really complicated really

00:34:14.090 --> 00:34:20.190

quickly and all of us far recent graduates
or even star undergrads not all of us

00:34:20.199 --> 00:34:26.600

knew how to do a five one c three
filing war. Our accounting sheets and

00:34:26.610 --> 00:34:32.040

a lot of other stuff so pretty much everything
we had to learn from all the Sabbats

00:34:32.050 --> 00:34:37.719

from all the processes and document it
sends out in student chapters but one

00:34:37.730 --> 00:34:43.750

example is I'll use for what I understand
what I want some prose to be it's really

00:34:43.790 --> 00:34:50.500

clear and focused now what I want to provoke
portray that vision but then by two

00:34:50.510 --> 00:34:54.670

three years you can be starting out it's
like oh we do science and we do research

00:34:54.679 --> 00:34:58.080
and we do this and it's not
really clear is it a class is

00:34:58.090 --> 00:35:04.260
a research is it teaching so the main thing
I had to learn is about creating and

00:35:04.270 --> 00:35:05.920
conveying that vision in

00:35:05.930 --> 00:35:11.630
a clear way and I'm so getting better at
it's still something that can improve on so

00:35:12.060 --> 00:35:19.050
So definitely clarity? Clarity. We were actually just
talking about that right before we started to

00:35:19.060 --> 00:35:25.750
move back from the bathroom, how do we are
we marketing ourselves clearly? Like we

00:35:25.760 --> 00:35:29.460
like to get feedback from anybody really
so like if you guys go to the site we

00:35:29.470 --> 00:35:34.300
would love to hear what you think of the site or
any of our documents and we do this

00:35:34.310 --> 00:35:39.160
sort of with anybody we know who's either
in education or non-profits and the

00:35:39.200 --> 00:35:43.970
theme with any organization is like do people know really what you do and

00:35:43.980 --> 00:35:47.640
how you do it what are you proposing for
value what are you doing that other people

00:35:47.650 --> 00:35:53.410
can't do or how are you doing better than
other people so our struggle as far as

00:35:53.420 --> 00:35:58.830
what I've noticed in six months or ever
has been is it clear to people how we're

00:35:58.840 --> 00:36:03.580
helping and who we are and why we're doing
it kinda thing and are we conveying that clearly?

00:36:06.670 --> 00:36:12.420
Oh well for me it was a lot
of the having to try to integrate

00:36:12.730 --> 00:36:19.690
a lot of the older files and
like accounting sheets since I

00:36:19.700 --> 00:36:24.510
focused in on the accounting I was having
trouble having to basically update

00:36:24.520 --> 00:36:28.820
everything and having to reach out
to everyone and it was a little bit of

00:36:28.830 --> 00:36:32.690
a struggle because not everyone was available
people were not into organization people

00:36:32.700 --> 00:36:34.510
wouldn't reply so it was always

00:36:35.080 --> 00:36:40.060
a long miscommunication early on for at
least with me so I would that was one of

00:36:40.070 --> 00:36:44.250
the biggest struggles for me in trying to get
everyone to try to get everything

00:36:44.260 --> 00:36:49.850
integrated and have basically lots of
communication that we can always
use. And has that improved since?

00:36:49.860 --> 00:36:54.480
A lot more than it has before sometimes it's

00:36:54.490 --> 00:36:58.150
a little bit hard to reach out to other people because like I said people

00:36:58.400 --> 00:37:03.520
leave the organization not always like the volunteers like they won't answer

00:37:03.560 --> 00:37:08.440
when we like request Oh hey where's the
reimbursement sheet or stuff like that and they

00:37:08.450 --> 00:37:12.250

won't get back to you for like a week or two and then you get

00:37:12.260 --> 00:37:16.220

a little stressful but
otherwise yes it's

00:37:16.230 --> 00:37:22.770

a lot more improved than it used
to be. I kinda want to jump back

00:37:22.780 --> 00:37:27.850

a little bit to the issue about the age
difference in the company, so I know that the

00:37:27.860 --> 00:37:33.370

whole goal of the company is to get similar age individuals to teach each other

00:37:33.380 --> 00:37:40.330

about different aspects of science
and technology. But in regards to

00:37:40.340 --> 00:37:44.840

the leaders in the organization and the
ones running everything you know I can see

00:37:44.850 --> 00:37:51.280

just right here this big age difference
so is there any type of interplay within

00:37:51.290 --> 00:37:55.450

the company of age and like he's older
so you know might have more power or

00:37:55.490 --> 00:38:00.190

something that 'cause I know at least personally if I
go into a new company as a new hire

00:38:00.200 --> 00:38:05.380

just after graduation they're looking at me like oh you
know it's the new kid he's super young he doesn't know what he's

00:38:05.390 --> 00:38:10.440

doing so is that like you know
similar interplay in your organization?

00:38:14.040 --> 00:38:14.970

Wow that's ...

00:38:15.010 --> 00:38:19.280

these are really good questions
and it's stuff that we wrestle and we

00:38:19.290 --> 00:38:25.120

wrestle with. This
is a nonprofit it's

00:38:25.130 --> 00:38:28.960

a student run nonprofit and we say student run
because the workforce is students and you

00:38:28.970 --> 00:38:30.300

know granted I'm not a student anymore granted

00:38:30.310 --> 00:38:33.680

I'm probably going back to school
anyway but you have

00:38:33.690 --> 00:38:39.560

a different set of tools to motivate
people when you don't have pay or real

00:38:39.570 --> 00:38:46.340

authority you have to really encourage
collaboration and you know make people

00:38:46.350 --> 00:38:52.620

feel welcome and like their contributions
are important so just me being

00:38:52.630 --> 00:38:58.530

older I may have more experience just seeing
what may work and what doesn't work but at

00:38:58.540 --> 00:39:02.330

the end of the day like my opinion really
isn't any more important than Ben's or

00:39:02.340 --> 00:39:06.710

Andy's or anybody else or the students who
are the front lines out there you know

00:39:06.750 --> 00:39:13.060

in schools and interfacing with
high school or wherever our group is so

00:39:13.740 --> 00:39:14.460

I may have like

00:39:14.470 --> 00:39:18.550

a lot more work experience and also
more diverse work experience or and or

00:39:18.560 --> 00:39:24.520

education but when we start talking about
how to run SendforC it's it's just

00:39:24.530 --> 00:39:27.850

bringing that and say Hey I've seen this
or I've seen that kind of thing like it

00:39:27.860 --> 00:39:32.800

doesn't it doesn't have any more weight
I can I can try to do that which I have but

00:39:33.730 --> 00:39:36.910

people don't want it they're not going
to do it. Like Andy was talking about my

00:39:36.920 --> 00:39:40.780

communication like if some of the students
don't know or aren't interested in it you just

00:39:40.830 --> 00:39:45.250

crickets you won't hear back from them via e-mail
or text so I have to try a different

00:39:45.260 --> 00:39:49.390

approach or something and I struggle with
this and I actually ask Ben frequently

00:39:49.400 --> 00:39:55.270

is this going to make impact like how
should I reword this I actually often go

00:39:55.280 --> 00:40:01.200

through Ben so that he can apply his
filter to what my thoughts on direction

00:40:01.520 --> 00:40:06.110

are. Like hey This is my thought maybe you could
word it in a way that would make

00:40:06.150 --> 00:40:10.450

a better impact kind of thing so when you get into a new company you're going to you're

00:40:10.460 --> 00:40:13.750

going to see that culture thing you're
talking about and your connection or lack of

00:40:13.760 --> 00:40:18.660

connection between your superiors and my
experience has been the good ones will

00:40:18.670 --> 00:40:21.500

ask you they're going to ask your
opinion they're going to give you

00:40:21.510 --> 00:40:25.890

a second to interject or sort of you

know collect your thoughts on something

00:40:26.190 --> 00:40:29.330

and you know I've been in plenty of organizations where they don't do that and

00:40:29.340 --> 00:40:34.180

they're really missing out on the
lot of potential. Berkeley U.C.S.D.

00:40:34.220 --> 00:40:35.320

USD this is

00:40:35.330 --> 00:40:38.990

a lot of brain power right you don't want
to miss that you don't want to miss the

00:40:39.000 --> 00:40:43.980

potential of harvesting all
these really great thoughts and stuff so I

00:40:43.990 --> 00:40:48.490

would be any any leader would be silly not
to to encourage that and that sort of atmosphere

00:40:48.500 --> 00:40:53.700

Yeah I don't think I have anything else to add. That's fine.

00:40:57.120 --> 00:41:03.920

Great questions. Well just to wrap up, what do you

00:41:03.930 --> 00:41:09.540

guys see for the future of you know both of the organizations you know where do you see

00:41:09.550 --> 00:41:16.210

it in five, ten or thirty years from now? Let's go this way. Or do you want me to answer first?

00:41:17.030 --> 00:41:20.050

So what's really good is that

00:41:20.060 --> 00:41:25.970

a lot of people are getting excited about our mission here in the United States and then

00:41:25.980 --> 00:41:31.800

also in other places but it's hard for us
to kind of decide like what is too

00:41:31.810 --> 00:41:37.140

ambitious growth and what is sustainable
growth so I think in the next five or ten

00:41:37.150 --> 00:41:43.850

years ideally we'll be able to have full
time paid staff so we can actually really

00:41:44.080 --> 00:41:46.320
train everybody so that's like

00:41:46.330 --> 00:41:50.960
a core tenet we want and really have maybe
hopefully thirty forty new student

00:41:50.970 --> 00:41:57.820
chapters is what I push for.
I agree with that, mainly with I

00:41:57.830 --> 00:42:00.590
feel like with full time
staff we'd be able to dedicate

00:42:00.600 --> 00:42:07.460
a lot more time to the mission. Specifically
like I'm still a student so I

00:42:07.470 --> 00:42:12.830
don't always have enough time to
put into it as much as I wanted so being

00:42:12.840 --> 00:42:13.550
able to have like

00:42:13.560 --> 00:42:18.570
a full-time person and that would basically have the role of training

00:42:18.580 --> 00:42:25.160
people making sure everything works smoothly
would ideally be the best and once that's

00:42:25.170 --> 00:42:27.590
in place I feel that growth would be

00:42:27.600 --> 00:42:33.100
a lot easier specifically with training

00:42:33.110 --> 00:42:34.980
of new chapters would be

00:42:34.990 --> 00:42:41.980
a lot easier. I think existence
in five or ten years I don't want

00:42:41.990 --> 00:42:45.930
to be to overzealous but just seeing
SendforC still being alive in five or ten

00:42:45.940 --> 00:42:49.350
years would be a pretty big
success I mean a lot of this is

00:42:49.360 --> 00:42:51.170

a very crowded space nonprofits there's

00:42:51.180 --> 00:42:54.480

a lot of them they're all competing for
funding you're all competing for volunteers

00:42:54.490 --> 00:42:58.510

to be I'm sure has done some nonprofit
volunteer work you know people

00:42:58.520 --> 00:43:02.560

come and go and there's lots of tons there's
no shortage of great causes out there

00:43:02.850 --> 00:43:06.060

to support and that's why they're nonprofits
they don't get they don't get funding

00:43:06.070 --> 00:43:10.520

they don't get the attention they need and
and I think just having SendforC

00:43:10.530 --> 00:43:14.870

either still alive and kicking or an offshoot
where people who have been with SendforC

00:43:14.880 --> 00:43:18.910

having started other non-profits
and organizations I think would be

00:43:18.920 --> 00:43:23.930

a success and would be a testament to you know the genius or the strength

00:43:23.940 --> 00:43:30.720

behind SendforC. Alright well thank you guys!

00:43:30.920 --> 00:43:36.790

Thank you for coming and being here and sharing
your time with us we appreciated it very much.

— End of Transcription —