
A Few Words to Describe...

Leaders for the 21st Century

- Generalist...not only a specialist
- Creative/Imaginative
- Clarifier
- Definer
- Good Judgment
- Optimistic
- Future Oriented
- Intellectual Leader
- Sees Things in Context
- Conceptual, Brainy
- Teacher
- Mobilizer
- Implementer
- Manager
- Creative
- Problem Solver
- Thoughtful Constructive Critic
- Low Key
- Sense of Humor to Relieve Tension and Promote Creativity
- Genuine (Not Pretentious)
- Nurturer
- People Skills
- Collegial
- Enjoys Complexity and Constant Change

Compiled by Gary Marx, President, Center for Public Outreach, Vienna, VA, USA, from several sources. Consider the list. Discuss it. Add to it. Make it a work in progress.

The Leader as Interdependent Generalist

- “Intellectual curiosity is a hallmark of executive leadership.”
(Source: Nobody in Charge, Harlan Cleveland, Jossey Bass, 2002)
- “The future will not be a continuation of the past. It will be a series of discontinuities.”
Strictly linear thinking is decreasing in value.
(Source: Rethinking the Future, Rowan Gibson, Nicholas Brealey, 2002)

Twelve Guiding Principles for Leaders Capable of Creating a Future

Gary Marx, President, Center for Public Outreach

Future-Focused Leadership, written by Gary Marx, president of the Center for Public Outreach, was published in 2006 by ASCD (Association for Supervision and Curriculum Development). It is a companion publication to another of his books, *Sixteen Trends...Their Profound Impact on Our Future*, published that same year by ERS (Educational Research Service). The following is a list of "Twelve Guiding Principles for Leaders Capable of Creating a Future," developed by the author for a chapter of the book devoted to *Future-Focused Leadership*.

- Curiosity, persistence, and genuine interest are the main power source for futures thinking.
- Breadth and depth are both important.
- Leaders connect the dots and seek common ground.
- There are more than two sides to most issues.
- The future is not necessarily a straight-line projection of the present.
- Enlightenment and isolation are becoming opposites.
- Peripheral vision can help us avoid being blind-sided.
- A belief in synergy can spark knowledge creation and breakthrough thinking.
- Collateral opportunity and collateral damage both deserve our attention.
- Bringing out the best in others is basic.
- Courage and personal responsibility need to overcome fear and self-pity.
- The role of strategic futurist is part of everybody's job.

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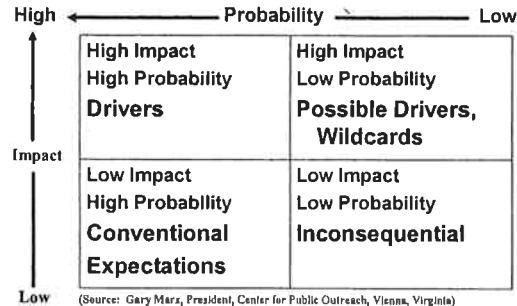
Forecasting Key Forces

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

Key Forces	2008	2012	2015	2020
Implications				
Implications of the Implications				

Probability/Impact Matrix

Based, in part, on the work of Howard Chase and the Institute for Alternative Futures)



Benefits of Getting Connected with Future Forces

Gary Marx, President, Center for Public Outreach

- Staying in touch with the world.
 - Keeping the organization fresh, energized, open to new ideas.
 - Encouraging creativity, ingenuity, imagination.
 - Using tools to identify problems before they become crises.
 - Spotting opportunities, avoiding catastrophes.
 - Identifying possible tipping points.
 - Overcoming the isolation of disciplines, professions, or industries.
 - Making the organization an even more indispensable, relevant force.
 - Helping us forecast possible futures and become trend setters.
- (Source: Gary Marx, Center for Public Outreach)

Reputation Aspirational Leadership

- **Today:** How would constituents or potential constituents currently describe our organization? What are we known for?
- **2010:** How would we like to have people describe our organization? What are the characteristics of the organization of the future? What would we like to be known for?

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

A Leadership Basic

Leaders give people permission to develop their own greatness and pursue their skills, talents, abilities, and insights.

True leaders are always preparing the next generation of leaders...those who will follow them.

Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA

Intellectual Leadership

- In touch with the issues.
 - See things in context.
 - Can explain both the big and little pictures.
 - Critical thinkers.
 - Creative thinkers.
 - Understand the meaning of what's going on.
- At no time do we exhibit our intellectual integrity more than when we communicate.*

Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia

Gap Analysis Identifying Ideals and Gaps

In brief, one-sentence statements, identify what you consider up to six characteristics/ideals that describe a school or school system capable of preparing students for life in a global knowledge/information age. Use your ingenuity, creativity, and imagination, and do not consider traditional obstacles or “things that we just never discuss” in developing these statements. First, concentrate on developing the statements. During the second portion of the session, we’ll ask you to identify gaps. Later, we’ll ask you to discuss how the gaps might be filled.

Characteristic/Ideal 1:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

Characteristic/Ideal 2:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

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Characteristic/Ideal 3:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

Characteristic/Ideal 4:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

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Characteristic/Ideal 5:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

Characteristic/Ideal 6:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

Gap Analysis Identifying Ideals and Gaps

In brief, one-sentence statements, identify what you consider up to six characteristics/ideals that describe a school or school system capable of preparing students for life in a global knowledge/information age. Use your ingenuity, creativity, and imagination, and do not consider traditional obstacles or “things that we just never discuss” in developing these statements. First, concentrate on developing the statements. During the second portion of the session, we’ll ask you to identify gaps. Later, we’ll ask you to discuss how the gaps might be filled.

Characteristic/Ideal 7:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

Characteristic/Ideal 8:

How would you currently rate how you’re doing in reaching or exemplifying this ideal?
(Circle one of these numbers.) Low 1 2 3 4 5 6 7 8 9 10 High

What steps would you recommend for filling this gap?

- 1.
- 2.
- 3.
- 4.
- 5.

(Source: Gary Marx, President, Center for Public Outreach, Vienna, Virginia, USA)

Building Your Case for Education

Steps in Building Your Case

- Gather the facts.
- Determine where you stand and why.
- Identify what the program/activity/strategy means to the community.
- Actually develop your case using inductive and deductive reasoning and applying lateral thinking.
- Compose your basic message, your key points.
- Develop a rallying cry or theme.
- Make listening, feedback, and responsiveness a part of your plan.

Twelve Tips for Communicating Meaning

- Be eloquent.
- Use standards as a measuring stick.
- Use startling facts.
- Use a numbered list.
- Use comparisons and contrasts.
- Point out conflict.
- Show connections.
- Show benefits.
- Use lateral thinking or flashes of insight.
- Reframe the issue.
- Use debate techniques.
- Be wise, conceptualize.

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Issue Brief

1. **What is the issue?** (Be brief. Keep it simple. In a few words, label and describe the issue. Do not use jargon or unexplained abbreviations.)

2. **Significance of the issue to the organization.** (First, is the issues critical, ongoing, or emerging? Second, ask "what if" questions. Third, spell out at least five reasons the issue is or will be significant to the organization.)

Critical Ongoing Emerging

Reasons the issue will be significant:

3. **Next Critical Date.** (When may/will action on this issue be expected or required?)

4. **Impact Statement.** (Provide a simple, brief assessment of the impact of this issue on the organization.)

5. **Current organizational position on the issue.** (What is, or what would you recommend become the organization's position on this issue? Where do you stand on this?)
6. **Background.** (Provide some details surrounding the emergence or development of this issue. Help a person who is not informed understand how this issue has arisen.)
7. **Actions to date:** (What actions has the organization taken on this issue to date?)
8. **Key contact person(s).** (Who follows or will be assigned to track this issue for the organization? How can we reach this person?)
9. **Reference material, bibliography.** (Please list reports that have been prepared, significant memos, books, articles, etc., that you think would be particularly instructive to someone needing a grounding on this issue. What positions have other organizations taken?)
10. **Plan of Action.** (If a plan of action for dealing with this issue exists, please attach.)

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ISSUE MANAGEMENT

Definition: An issue is a trend or condition, internal or external, that may, does, or will affect the successful accomplishment of your objectives.

The Issue Management Process:

1. Issues Identification
2. Analysis
3. Setting Priorities
4. Strategy Development
5. Ongoing Evaluation and Course Corrections
6. Post-mortem or Evaluation

Segments of an Issue Brief:

1. A clear, brief statement of the issue.
2. The impact of the issue in some measurable terms.
3. The position of your organization or those positions being considered.
4. The positions of other organizations.
5. Issue analysis: What does it mean to us? Why? What is the background leading to this issue? What actions have been taken to date, if any?
6. Critical follow-up dates: What will or will likely happen next and when?
7. Key contacts: Who keeps the file or records on this issue? How can I reach them?
8. Other resources and biographical references, files.

(An issue brief, a dynamic rather than a static document, can be maintained on paper, in a computer file, or both.)

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IDENTIFYING THE ISSUES

Impact	Low	Medium	High	Probability %					Priority 1, 2, or 3	Emerging	Ongoing	Critical