

Framing the Future

Leadership Skills for a New Century

Action Guide

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Introduction

Welcome to the Action Guide to *Framing the Future: Leadership Skills for a New Century*. This Action Guide is designed to supplement the video and provide you with more information on the key concepts presented in the program.

There is no doubt that we are experiencing one of the greatest eras of change ever. In this program, Dr. Jennifer James will provide you with a framework for understanding the changes that are occurring both in your organization and in society-at-large. In addition, Dr. James gives you tools for managing these changes in your organization.

In the introduction to the program, Jennifer says, “Welcome to the home of a cyborg.” Cyborg is short for cybernetic organism - a being that incorporates characteristics of both mankind and machine. We have been cyborgs for a long time because we have been using technology to assist us in many ways. This trend is even more significant as technology increasingly becomes an enormous part of our lives.

Part 1: Framing the Future

The organizational and social shifts we are facing can be very intimidating, even though change of this magnitude has occurred before. Jennifer James points out that it is possible to understand these changes by using the metaphor of a puzzle.

As in most puzzles, we need to find the corners in order to begin to assemble the picture and “frame” the situation. Jennifer James’ four corners are:

1. Technology
2. Economics
3. Demographics
4. Culture

Each one of these corners is an important ingredient to help you understand change and to learn how to cope with it. In the video and in part one of the action guide, you will find a more in depth description of these influences.

Part 2: Thinking Tools

One of the ways in which we can cope with the changes that we are currently facing today is to develop a better understanding of the ways in which we and our associates approach new situations and challenges. Through the understanding of our own thinking styles and those of our associates, we can better manage the changes we face. Jennifer James introduces us to the work of Howard Gardner and Edward de Bono. Together, these two researchers provide us with tools for better understanding how we and others work both alone and in groups.

This workbook will elaborate on Dr. James’ presentation and provide suggestions for conducting discussion and implementation of these ideas. An exercise is provided to reinforce your understanding of Howard Gardner’s Forms of Intelligence.

Trainer's Notes

This is your guide for using the video *Framing the Future: Leadership Skills for a New Century*. This workbook and these trainer's notes should provide you with additional ideas for using the video and creating an educational experience around the message of managing change presented in *Framing the Future: Leadership Skills for a New Century*. This workbook will provide you with a recap of the key learning points, additional information on the key concepts as well as questions for discussion.

Audiences

The accessibility and importance of the message in *Framing the Future: Leadership Skills for a New Century* makes this program useful for many different organizational settings and situations. Audiences who will find the video particularly helpful include:

Senior Management: Jennifer James provides a compelling and clear framework for understanding the changes that most organizations are facing. Her presentation can provide a valuable tool for long term organizational strategic planning.

Mid-Level Managers and Front Line Supervisors: The organizational changes that mid-level and front line supervisors are facing can cause a great deal of anxiety and uncertainty. Jennifer James' presentation can help managers at all levels better understand these changes. The tools that she presents can help managers interact with their peers and manage the people in their departments with clear vision.

Organization-Wide Training: Change can be frightening and intimidating. Jennifer James provides a system for understanding change and for effectively coping with these changes. Her puzzle metaphor effectively frames discussion and her conclusion gives a more optimistic view of the future.

Public Sector Managers and Employees: There is no doubt that the government has been undergoing significant changes in the past few years. Jennifer James' presentation will give public sector managers and employees tools for working together more productively and for better management of the changes that are on the horizon.

How to use

Framing the Future Leadership Skills for a New Century

This video and print package includes a number of elements that can help you meet your training goals. It can serve as a valuable discussion and informational tool or be combined with a larger program on change management.

The following is a list of action steps you can take in planning and conducting a course using *Framing the Future: Leadership Skills for a New Century*. You may want to modify these items depending on your time constraints, intended audiences and training goals.

Advance Preparations

View the program and review this action guide in advance of the training session at least once. Jennifer James presents a great deal of information in the video. It is important to be fully familiar with the material so you can effectively conduct discussions following the viewing.

Arrange to have a VHS videocassette player and a monitor available for this training session. If you have more than 20 people attending, be sure to order at least a 25-inch monitor. Test your equipment in advance of screening and adjust color, sound, etc.

- Obtain one guide for each participant.
- Encourage participation. The change issues presented here can trigger strong feelings and concerns as well as good ideas.

- Bring writing materials for each participant.
- Provide for action steps following the training exercise. Give people an assignment or allow them to create their own assignment following the program.

Sample Training Session

Pre-Screening Preparation: Welcome people to the training session and give them an overview of the program. Discuss your organizations efforts in relation to the changes in your workplace.

Screening: Show *Framing the Future: Leadership Skills for a New Century*. You can watch the program in its entirety or you may want to start the program and have a discussion following each of the five segments.

Post Screening Discussion: Use the following themes from the program as a catalyst for discussion.

- Understand how technology, economics, demographics and culture are affecting you and your organization.
- Apply Howard Gardner's Frames of Mind and Edward de Bono's *Six Thinking Hats™* to your team and fellow workers.

Exercise: Have your group break up and try the exercise based on Howard Gardner's Forms of Intelligence.

Second Screening: You may find it valuable to rescreen the program after discussion. Jennifer has presented a number of ideas in this program and it is often valuable to review them after discussion.

Counter Reference

In order to facilitate the classroom process, you may want to set the counter on your VCR to move it to specific sections of the video. Most video machines have slight variations in their counter references. We have provided a time reference to facilitate your location and identification of specific segments from the film.

To use this process, you should first make sure your tape is fully rewound and the VCR counter is set to 000. At normal playing speed, or fast forward, run the tape and note the counter reading that corresponds to the beginning of each segment. We suggest that you use the Enterprise Media logo as the starting point.

| Time Reading | Your counter | Section |
|--------------|--------------|---|
| 000 | 000 | Enterprise Media Logo |
| _____ | | Introduction & Credits. In this section Jennifer James introduces herself and the changes that we are facing. |
| _____ | | Technology. The pace of technology is dizzying, but we are also finding ways to incorporate our humanity. |
| _____ | | Economics. Driven by technology, the economic realities are rapidly changing. Most significant is the growth of the knowledge worker as a significant economic factor. |
| _____ | | Demographics. Issues of age, gender and ethnicity are driving demographic changes that will affect us all. |
| _____ | | Culture. Technology, economics and demographics are |

changing the culture of our society.

_____ **Forms of Intelligence.** Howard Gardner's research provides a valuable tool for understanding ourselves and others.

_____ **Six Thinking Hats™.** Edward de Bono provides us with another tool for interacting with others in this new economy.

_____ **Conclusion.** Putting it together; The New Civilization. While we are experiencing a great deal of change now, we are moving to a new step in civilization that will yield even more prosperity.

Part One

Framing the Future

KEY POINT:

- We are facing an era of significant change driven by shifts in technology, economics, demographics and culture.

Whether it is predictable or not, change is almost always perceived as threatening. Moreover, change never stops – it often seems to be unrelenting. We never really seem to have closure. Today, the pace of change makes this even more intimidating. Part of coping with change is to develop a framework to help us understand it better.

Jennifer James explains that during the Civil War, we experienced a similar level of change. In that era, the nation was undergoing a technological revolution, moving from an agricultural to an industrial economy. The United States was experiencing significant economic shifts as new industries grew. The railroads were being built to cross the country and whole new industries in finance and in manufacturing were being developed to support them. We were facing tremendous demographic shifts with the emancipation of the slaves, the expansion of the west, and with a large influx of immigration to our industrialized cities. As a result, we were redefining our culture. Technological, economic, demographic and cultural changes: they all worked together to transform our nation.

Today, we are experiencing the same four types of change. Once again, these changes are challenging our assumptions about our work and our society. Learning how to respond to and master the process of change – and even excel at it – is a

critical leadership skill for the new century. Constant, rapid change is a fact of life for all of us. Imagine for a minute that your boss or manager comes into your office, dumps a 5,000 piece puzzle on your desk and says, "Finish this by 2:00." How do you do it? How do you cope? What is the most logical approach to putting a puzzle together? You start with the corners. Then you separate the outside pieces and assemble the frame of the puzzle.

Change is like a big puzzle. After you form the framework, you will be able to better understand what's going on and where you fit in.

The Four Corners of the Puzzle

Technology. There is no doubt that technological change is affecting us at the fastest rate ever. 100 years ago, the telephone was just beginning to replace the telegraph. 50 years ago, large, bulky computers could only begin to conduct mathematical calculations for science. Twenty-five years ago, cellular phones were only an idea. Ten years ago, businesses were just beginning to adopt personal computers as working tools. Technology is forcing change on us at an ever quickening pace. All of this technological innovation, however, doesn't mean that we are losing our humanity or intimacy. Whether it is through spending time with nature or other pursuits, we are maintaining our human touch. Moreover, this technology is allowing us to become close to people in entirely new ways. With the internet and other forms of communication, we are meeting and working closely with people from countries and areas that we might not have imagined 20 years ago.

Economics: This technological change is radically driving a new economic reality. Whether it is the fact that computers are getting better while dropping in price or the fact that new technology has allowed for the emergence of dozens of new technical and service industries, the economy is growing in dozens of new and

different ways. Not only are these changes altering the economy, they're affecting the business workplace. The new technology is creating a new kind of worker: the knowledge worker. Knowledge workers like to operate in a more flexible environment where they can be creative. They tend to work on diverse, empowered teams. Knowledge workers are resistant to more traditional, top-down management approaches – they need to be managed in new ways. Key among these new management styles are autonomy, empowerment and self-directed teams.

Demographics: We are facing an extraordinary level of significant shifts in the demography of our nation and our world. These changes are being led by three significant trends:

Age: People are living longer than ever before. At the beginning of the century, the average American lived to be around 47 years old. Today, the average lifespan is over 70. This changes everything from politics to the economy.

Ethnicity: Issues of ethnicity are driven by the trend towards globalization. As we move closer and closer to a global economy, many of the genetic differences will become less important as people interact in work and in social settings. At the same time, we will still retain our rich cultural heritage - our ethnicity.

Gender: It was only in 1920 that women were granted the right to vote. In the ensuing years, women have achieved tremendous gains in politics, business and society. In the process, many of our assumptions about work and life have been changing. Jennifer James uses the example from medical school. As more and more women entered the medical field, their desire to obtain a more balanced work and family lifestyle, often led them to work for HMOs. Why? Because instead of working 60 plus hours a week in a fee-for

-service practice, most HMOs only require 45 hours a week for physicians, allowing for more time for a family.

Culture: Technological innovation, economic changes and new demographic realities are all contributing to a cultural shift. While at times we can get trapped by nostalgic visions of the past (“the good old days”), we are moving towards a new culture.

Just as cultures evolve, so do business organizations and their management styles. All the recent corporate strategies – pursuit of excellence, managing by walking around, reengineering, the learning organization and flattened hierarchies – are marks of this cultural evolution. It’s important to know what motivation and belief systems you have to understand and cope with change.

Action Steps

In order to understand where you fit and where you are going, you need to continually consider how technology, economics, demographics and culture are affecting your environment. More importantly, you need to evaluate these four influences as you scan for the future. Here are some action steps you can take to remain aware of the future.

Take a long term view - study history. We all are shaped by history. The better you understand the bigger historical framework, the easier it will be to know where you fit in. You should understand what myths (cultural beliefs, TV programs, books, thoughts) are in your past. Knowing what personal experiences have shaped your life can help you develop a more realistic perspective.

Be receptive to all ideas. Be on the lookout for new cultural myths and stories that can help tell you what's happening in our society. Just like the children's myths of today, new knowledge can come from all sorts of different sources. Read things you don't normally read, meet new people, travel and try to take a global approach to your world. The more information you have at your disposal, the more balanced your view of the world will be.

Use and watch the new technology. Use the new technology to help you move and think faster. This will help you stay on top of technological innovation and will give you a tool to cope with the change.

Work on your communication and negotiation skills. Constant communication will help you gain and share energy. Moreover, communication can help reduce stress and avoid problems early on. Communication will also help you deal with the changing demographic issues that you face in the workplace. In the same way,

negotiation skills will help you reduce conflict and deal with problems. Both communication and negotiation skills allow you to get your work done faster and better.

Use empowerment. Empowerment is one of the most powerful tools we have for creating energy. You must learn how to empower others and how to empower yourself to take action. Flattened management and teamwork contribute to the most efficient use of each person's individual energy.

Questions for Discussion

- 1) The Civil War was an era of tremendous technological, economic, demographic and cultural change. Can you think of another era that experienced these four influences? What were the results? Can you see connections to the changes at work today?

- 2) Jennifer James discusses how the new economic reality has created a new kind of worker - the knowledge worker. The knowledge worker needs new ways of being managed - through teams and by allowing for more empowerment. Does your management style take into account the new kind of worker? In a group, discuss the leadership style that needs to be in place to effectively manage the knowledge worker.

- 3) It is vital for you to remain aware of the changing nature of technology, economics, demographics and culture at work in order to successfully understand these changes and how they affect you. We have listed some action steps you can take to heighten your awareness. In your group, discuss other ways you can remain open to the changes that are affecting your organization.

- 4) Jennifer has presented the issues of the changes in economics, technology, demographics and culture. In your group list each of the four corners on separate pieces of paper. Draw a line down the middle of the paper. On top of one side, write "old" and on the other side, write "new". Make a list of the old vs. the new economic, technological, demographic and cultural changes that have impacted your organization. After everyone on the group has completed this list, discuss the changes your organization has experienced. Where do the lists agree? Where do they differ? Does it help to "frame" these changes?

5) The increase in women in the medical field has been a factor changing the ways in which medicine operates. Can you think of other ways in which gender issues have fundamentally challenged our assumptions about work? How has it affected your industry?

6) Think about the changes that have happened in the culture of your business or organization. Have these changes affected the management/employee relationship? Have they affected attitudes about customers? How about computerization? How have these changes affected your working environment. How have they affected you personally?

7) We all tend to change over time. Trace your key motivators and beliefs to see how they have changed and why. Think about the differences between you, your parents and your grandparents. How are your children different from you. Can you identify a trend in the changing beliefs as you view them over a long period of time?

Part Two

Thinking Tools

Key Points:

- We need to develop new thinking tools for working in this new environment.
- Howard Gardner's Forms of Intelligence is a valuable thinking tool for understanding ourselves and others.
- Edward de Bono's *Six Thinking Hats™* provides us with a framework for better understanding how people interact on teams and in groups.

The changes in technology, economics, demographics and culture are all contributing to this vastly changing workplace. How can you cope with these changes? How can you more effectively work with others on teams and in groups? The following outlines several thinking tools that can help you interact with others?

FORMS OF INTELLIGENCE¹

The debate over intelligence is a debate over higher standards. Over the past 40 years, researchers of all kinds have uncovered the weaknesses of our tests and shown new respect for a broader based intelligence that reflects more than traditional fact retention and computation skills. Educators, in particular, are looking for a battery of tests that are more indicative of real world success. The designers of a school

¹ The remainder of this section is excerpted with permission from Jennifer James' book, *Thinking in the Future Tense, Leadership Skills for a New Age*. 1996, Simon & Schuster
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testing program in California, for example, put a premium on the skills required for “reasonably deciding what to think and do.” Among other things, students had to be able to determine the relevance of information, distinguish between fact and opinion, identify unstated assumptions, detect bias or propaganda, come up with reasonable alternatives or solutions, and predict possible consequences. Intelligence is the ability to make adaptive responses in new as well as old situations.

At Harvard, philosopher Nelson Goodman wanted to understand why some people were “creative” and others were not. In his work, Goodman expanded the concept of intelligence from “How smart is he or she?” to “*How* is he or she smart?” Motivation and interest in the task at hand--along with traits like concentration, intention, purpose, drive and tenacity--emerged as important influences.

Howard Gardner, a psychologist who helped to conduct this research, thought of intelligence as the ability to solve problems or create products. He devised this list of eight primary forms of intelligence (to which Jennifer James has added one of her own):

1. **Verbal/linguistic intelligence**--This form of intelligence is revealed by a sensitivity to the meaning and order of words, and the ability to make varied use of the language. Impromptu speaking, storytelling, humor and joking are natural abilities associated with verbal/linguistic intelligence. So too are persuading someone to follow a course of action, or explaining or teaching. Will Rogers had this form of intelligence. Good journalists also have it.

2. **Logical/mathematical intelligence**--This form of intelligence is easiest to standardize and measure. We usually refer to it as analytical or scientific thinking and we see it in scientists, computer programmers, accountants, lawyers, bankers

and, of course, mathematicians, people who are problem-solvers and consummate game-players. They work with abstract symbols and are able to see connections between pieces of information that others might miss. Einstein is one of the best examples of someone with this form of intelligence.

3. Visual/spatial intelligence--Persons with this form of intelligence are especially deft at conjuring up mental images and creating graphic representations. They are able to think in three-dimensional terms, to recreate the visual world. Picasso, whose paintings challenged our view of reality, was especially gifted at visualizing objects from different perspectives and angles. Besides painters and sculptors, this form of intelligence is found in designers, architects and cartographers.

4. Body/kinesthetic intelligence--This form of intelligence makes possible the connections between mind and body that are necessary to succeed in activities like dance, mime, sports, martial arts and drama. Martha Graham and Michael Jordan delighted audiences with their explosive and sensitive uses of the body. Because they know how we move, inventors with this form of intelligence understand how to turn function into form. They intuitively feel what is possible in labor-saving devices and processes.

5. Musical/rhythmic--A person with this form of intelligence hears musical patterns and rhythms naturally, and can reproduce them. It is an especially desirable form of intelligence because music has the capacity to alter our consciousness, reduce stress and enhance brain function. For example, students who had just listened to Mozart scored higher on IQ tests than those who had spent the same period of time in meditation or silence. Researchers believe that the patterns in musical themes somehow prime the same neural network that the brain employs

for complex visual-spatial tasks.

6. Interpersonal intelligence--Managers, counselors, therapists, politicians, mediators and human relations specialists display this form of intelligence. It is a must for workplace tasks like negotiation and providing feedback or evaluation. Individuals with this form of intelligence have strong intuitive skills. They are especially able to read the moods, temperaments, motivations and intentions of others. Abraham Lincoln, Mohandes Gandhi and Martin Luther King, Jr., all used interpersonal intelligence to change the world.

7. Intrapersonal intelligence--Sigmund Freud and Carl Jung demonstrated this form of intelligence, the ability to understand and articulate the inner workings of character and personality. The highest order of thinking and reasoning is present in a person who has intrapersonal intelligence. We often call it wisdom. He or she can see the larger picture and is open to the lure of the future. Within an organization, this ability is invaluable.

8. Spiritual intelligence--This form of intelligence is tentative; Gardner has yet to decide whether moral or spiritual intelligence qualifies for his list. It can be considered an amalgam of interpersonal and intrapersonal awareness, with a "value" component added.

9. Practical intelligence--Gardner doesn't list this form of intelligence, but Jennifer James does. It is the skill that enables some people to take a computer or clock apart and put it back together. I also think of practical intelligence as common sense, the ability to solve all sorts of daily problems without quite knowing how the solutions

were reached. People with common sense may or may not test well, but they have a clear understanding of cause and effect. They use intelligence in combination with that understanding.

Use de Bono's Six Thinking Hats^{TM2} To Harness Your Thinking Power

Edward de Bono helps us visualize the various ways people think by relating it to imaginary hats they are wearing. Here is a condensed version of his guide:

White Hat The white hat is mainly concerned with facts and figures and usable information.

Red Hat The red hat operates from an emotional stance. They view emotions and feelings as an important part of decision making.

Black Hat The black hat dwells on why something will not work. The black hat is the devil's advocate.

Yellow Hat The yellow hat is optimistic. The yellow hat is constructive and sees opportunities.

Green Hat The green hat is creative and open to new ideas. They are deliberate and focus on what's ahead.

Blue Hat The blue hat is concerned with control. They keep everyone focused

² To receive more information on the framework and on de Bono workshops, please contact Diane McQuaig, The McQuaig Group Inc., 132 Rochester Avenue, Toronto M4N 1P1, Canada TEL: (416) 488-0008 FAX (416) 488-4544.

on the central issues.

Try “wearing” some of these different hats when you are confronted with a problem. Organize a group to explore solutions from each of these points of view. It will help you understand how other people think. React to a new idea from the points of view of different people in your organization or corporation. The next time you’re in a group meeting, try using de Bono’s *Six Thinking Hats™* to obtain a more creative, effective method of improving communication and decision making.

Forms of Intelligence Exercise

This exercise is designed for you to further understand your forms of intelligence. Try this: rate yourself on each of these forms of intelligence. What are your strengths and weaknesses? How are they reflected in the kind of work you do and your relationship with others?

| | Low | | Moderate | | | | High | | | |
|-------------------------|-----|---|----------|---|---|---|------|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. Verbal/Linguistic | | | | | | | | | | |
| 2. Logical/Mathematical | | | | | | | | | | |
| 3. Visual/Spatial | | | | | | | | | | |
| 4. Body/Kinesthetic | | | | | | | | | | |
| 5. Musical/Rhythmic | | | | | | | | | | |
| 6. Interpersonal | | | | | | | | | | |
| 7. Intrapersonal | | | | | | | | | | |
| 8. Spiritual | | | | | | | | | | |
| 9. Practical | | | | | | | | | | |

Questions for Discussion

- 1) Think of a team that you have worked on recently. What were the dynamics of the team? Can you use Edward de Bono's *Six Thinking Hats™* to characterize different team members? Can you think of a type of "hat" that might have been missing from your team? Discuss how different hats can impact a team you are working on.

- 2) Would you define yourself as resistant or open to change? How about other people in your group. Now think of the forms of intelligence and the "hats" that you and others bring to the table. How do they compare?

- 3) Try changing your role to either a customer, client, line worker, supervisor, executive or board member. How does position change your point of view? Does position actually change your thinking process.

- 4) The value of the hats is that they provide thinking roles. If you have recently taken on a new role, do you think your thinking style has changed now that you've taken on that role? Do you feel more responsible or less responsible in your new role?

- 5) Using the exercise, discuss your Forms of Intelligence in a group and review your results with others. How do these forms of intelligence relate to the work that you do. What forms of intelligence do you think are missing?

Conclusion

Howard Gardner's frames of mind and Edward de Bono's *Six Thinking Hats*TM provide us with tools for operating more efficiently and productively with other people. The puzzle metaphor provides us with a framework for understanding the changes that are occurring in our organizations and in our society. Together, these ideas can help us understand where we are going and where we fit in the picture.

What we are missing is the picture itself -- a picture for the puzzle; that can be found by studying the trends in history. Periods of change and uncertainty are the difficult and often painful steps we take towards this higher level of civilization. This new civilization is characterized by three things.

COMMUNICATION – We are truly living in the communications age. In this century alone, communications have expanded exponentially through the invention of movies, radio, television, satellites, fax machines, computers, the internet and cellular phones to name a few. Each new innovation speeds the ways in which we give and receive information. All of this makes our world smaller and at the same time better informed than ever before.

RENEGOTIATION OF CONTRACTS – We are in the process of renegotiating our contracts at all levels. People are changing the ways in which they interact with people of different races, color, creed and sexes. We're renegotiating contracts on work, health care, education and a wide range of social issues. We are even changing the ways in which we are interacting with the environment and other species. This is a gradual process of redefinition and renegotiation – a process that requires patience and openness. When these contracts are redefined, we'll begin to have levels of stability again.

NON VIOLENCE – Higher levels of civilization are characterized by less violence than in the preceding era. Of course, there is often violence as change is occurring, but as we settle into this new era, we will achieve a higher level of non violence.

This is happening already. We can see students learning negotiation and mediation skills in school. The military's role is changing as our troops are more often involved in operations that bring peace and stability to the world. All of this is changing our culture.

We are facing an era in which we will be working more closely with people from all over the world. The opportunities are exciting if we develop the thinking skills to manage in this new civilization.

Action Steps

1. Training and education are essential to stay ahead of the game. Within a six-month or year's period how many seminars, classes or workshops do you seek out and take to improve your skills? In that same period, how many does your employer offer? What kinds of skills are being taught?
2. Provide leadership. You will need to create an environment that supports transition. You will also need to bring understanding and experience of change to the workplace.
3. When you work in groups make sure they really concentrate on listening to others. Develop relationships with people in your team and stay in touch. While they may not seem important to you now, these relationships will almost definitely be beneficial to you sometime in the future.
4. Develop your interpersonal skills. Learn motivational techniques, presentation skills, and communication tools. Maintain high ethical standards. These skills will help you establish trust and make you a better manager and employee.
5. Focus on the future. The past can provide lessons, but should not abstract you from your vision. Keep your vision of the future.
6. Use the past. It is valuable to always think of these trends in perspective of the past. Just as Jennifer James used the example of the Civil War, the past can provide perspective on the events that are surrounding us today.

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About Jennifer James

Jennifer James, PhD, is an urban cultural anthropologist. She was an academic researcher and lecturer for twenty years. The last twelve years of her academic career, she was a professor at the University of Washington Medical School. She now lectures throughout the world to corporations and organizations interested in the process of change and developing new thinking skills. She lives in the Seattle area and is the author of seven books, including her most recent, *Thinking in the Future Tense: Leadership Skills for a New Age* published by Simon & Schuster.