Preparing for Change

- Noel-Levitz Student Retention Conference
  Summer 2008
  Keynote speaker: Ed Barlow
  Futurist
  Creating the Future, Inc.
  www.creatingthefuture.com

21st Century Competencies
Preparing for Change

- “When the rate of change on the outside exceeds the rate of change on the inside, the end is in sight.”
  Jack Welch, CEO General Electric

- “If you do not think about the future, you cannot have one.”
  John Galsworthy, Nobel prize-winning author

What makes us in higher education more resistant to change as compared to business?

*Are we more resistant to change than the business community? Why?*
Preparing for Change

• Why should we be more open to change?

• Continuum of Change
  
  Manufacturing: 70% of today’s manufactured goods will be obsolete in 6 years. 
  
  Human knowledge is expected to be doubling every year by the year 2012. 
  *Toffler, Alvin, “Communications Revolution Just Waiting to Happen”* 
  www.indiainfoline.com January 25, 2002
  
  2006 – technical information doubled every two weeks;
  2010 – technical information will double every 72 hours
  *Windows on the Future*” by Ian Jakes & Ted McCain, June 2004
Preparing for Change

To contribute to an educated society:

• To recruit a diverse student body
• To enhance student retention
• To graduate students academically ready to meet the needs of society
• To graduate students psycho-socially ready to be contributing members of society
Preparing for Change

It is all about attitude…

- You can prepare for change or be forced to react to it.
- The Chinese character for change also represents opportunity.
- You can control your destiny or be controlled by others.

Fun read: Who Moved My Cheese? By Spencer Johnson
Competencies

- Barlow presented eight competency areas that will help us be prepared for future change
- Economic
- Global
- Environmental
- Science and Technology
- Demographics
- Organization
- Human Resources
Competencies

- Economic
  - Financial planning and management
  - Multiple job management
  - Social entrepreneurship and volunteerism

- Global
  - Population growth, migration, religions
  - International economics and currencies
  - Language and culture (art, music, literature)
    - Tier 1: English, Spanish, Mandarin Chinese, Arabic
    - Tier 2: Japanese, German, French, Latin
Competencies

- Environment
  - Earth systems and climate
  - Natural resources – water, fuels, minerals, land
  - Sustainable development
- Science and Technology
  - Applied math and science
  - Molecular science – biology, life, nano
  - Advanced materials – robotics
  - Information technology – virtual, digital, AI
Competencies

- Demographics
  - Population growth, migration
  - Diversity – ethnic, generational, religious, gender
  - Intra/Interpersonal communications
  - Culture: art, music, literature

- Organization
  - Self-sufficiency and entrepreneurship
  - Accountability and business ethics
  - Creativity and innovation
  - Leadership – coaching, mentoring, servant
  - Customer service
Competencies

- Human Resources
  - Lifelong learning
  - Career exploration and development
  - Communication – oral, written, verbal, virtual
  - Health and wellness
  - Emotional intelligence
Managing change through professional development

- “The Daily News”
- Strategic issues
- Professional Portfolio
The Daily News

• Create a Desktop that opens when you start your computer or when you start your internet browser.

• In your browser, set tabs with links to pertinent information. Think about what you need to know and how you can get the information on a regular basis.

• Links may include:
  • A major newspaper
  • Chronicle of Higher Education
  • CEOExpress.com
  • InsideHigherEd.com
  • Others?
Strategic Issues

Long term issues for the world, country, state, institution, Division, and field

Engage in Environmental Scanning: gathering, analyzing, and dispensing information for planning

- State and University Strategic plan
- AAC&U documents
- NASPA Leadership Exchange
- Appropriate Journals and books

Consider a SWOT for your unit or Division
Professional Portfolio

- Keep your goals aligned with what you believe the future may bring and be prepared!
- Set clear professional learning outcomes:
  - Identify and focus on your strengths
  - Consider what you learn through your daily and strategic review of current events
  - Consider the direction of your current field
  - Consider areas for which you might want to learn more about within your field.
  - Consider other fields you might want to explore.
- Determine action items to work towards meeting your learning outcomes.
What’s next

For Ourselves:
• What else can we do as University professionals to stay current in our field and in these competency areas?

For Students:
• What can we do as University professionals to help prepare students for the future?
• Based on the competencies shared, how can/should we be educating students?