

# **The Public Television General Manager of the Future: Skills and Qualifications**

February 2001



# Table of Contents

<b>EXECUTIVE SUMMARY.....</b>	<b>5</b>
<b>INTRODUCTION .....</b>	<b>8</b>
<b>OVERVIEW OF PROCESS.....</b>	<b>8</b>
<b>SUMMARY OF GENERAL MANAGER OF THE FUTURE SURVEY.....</b>	<b>10</b>
OVERVIEW OF SURVEY .....	10
RESULTS OF STUDY.....	11
<i>The Future of Public Broadcasting.....</i>	<i>11</i>
<i>Changing Importance of Skills.....</i>	<i>11</i>
<i>Increasingly Important Skills .....</i>	<i>12</i>
<i>Skills Decreasing in Importance.....</i>	<i>12</i>
<i>New Skills.....</i>	<i>12</i>
<i>Most Important Skills.....</i>	<i>13</i>
<i>Indices.....</i>	<i>13</i>
<i>Location of Best Candidates.....</i>	<i>14</i>
<b>TECHNOLOGY TRENDS IN THE DECADE AHEAD: IMPLICATIONS FOR PUBLIC BROADCASTING MANAGER SKILLS IN THE FUTURE .....</b>	<b>15</b>
INTRODUCTION .....	15
TECHNOLOGY TRENDS AND POTENTIAL IMPACTS, 2001 - 2010.....	15
<i>Personal Video Recorder Technology (PVRs) .....</i>	<i>15</i>
<i>A Shift To Cable, Satellite and Other Ways To Transmit TV .....</i>	<i>16</i>
<i>Digital Radio.....</i>	<i>16</i>
<i>Enhanced TV.....</i>	<i>16</i>
<i>Broadband Video Streaming - Internet TV.....</i>	<i>17</i>
<i>Responding To Changes In TV Viewing Behavior .....</i>	<i>17</i>
<i>The Glut of Boxes.....</i>	<i>17</i>
THE SKILL SET FOR PUBLIC BROADCASTING MANAGERS.....	17
<i>A knowledge of new technology introductions in the past.....</i>	<i>18</i>
<i>Flexibility .....</i>	<i>18</i>
<i>Change Management .....</i>	<i>18</i>
<i>Strong Entrepreneurial Skills.....</i>	<i>18</i>
<i>A Deeper Understanding of Audience Behavior .....</i>	<i>18</i>
<i>Knowledge About New Technologies .....</i>	<i>18</i>
<i>Digital Rights Management.....</i>	<i>19</i>
<i>Re-purposing Content For Multiple Distribution Paths.....</i>	<i>19</i>
<i>Strong Planning Skills.....</i>	<i>19</i>
<i>A Commitment To Education and An Understanding of the Role of Technology in Education.....</i>	<i>19</i>
<i>The Ability To Develop New Technologies For Local Needs.....</i>	<i>19</i>

**CHALLENGES VS. OPPORTUNITIES: WHAT SKILLS WILL  
NONPROFIT LEADERS NEED IN THE FUTURE? ..... 20**

BACKGROUND..... 20  
CURRENT STATUS ..... 20  
EMERGING TRENDS..... 22  
SKILLS FUTURE NONPROFIT LEADERS WILL NEED ..... 22  
    *Committed to Core Values* ..... 22  
    *Embrace the Value of Change*..... 22  
    *Build on the Organization’s Brand*..... 23  
    *Understand Technology*..... 23  
    *Foster Collaboration*..... 23  
    *Develop Partnerships and Alliances*..... 23  
    *Practice Social Entrepreneurship*..... 24  
    *Take Risks*..... 24

**GLOBAL LEADERS FOR THE 21<sup>ST</sup> CENTURY..... 25**

OVERVIEW..... 25  
THE TRANSFORMING WORKPLACE ..... 25  
    *Globalization and Global Economy*..... 25  
    *Knowledge Era*..... 26  
    *Changing Workers*..... 26  
    *Organizational restructuring* ..... 26  
    *Biotechnology and Ethical Issues* ..... 26  
    *Technology*..... 27  
    *Customer Expectations*..... 27  
    *Speed of change*..... 27  
SKILLS OF CEOs IN THE TWENTY-FIRST CENTURY..... 28  
    *Global mindset and competencies*..... 28  
    *Teacher, Coach, Mentor and Model Learner*..... 28  
    *Servant and steward*..... 28  
    *Systems thinker*..... 29  
    *Spirituality and Concern for Ethics*..... 29  
    *Technologist*..... 29  
    *Innovator and risk-taker* ..... 29  
    *Visionary and vision-builder*..... 30  
NEW TYPES OF PROBLEMS AND PROCESSES ..... 30

**NEXT STEPS.....31**

DETERMINE DESIRED FUTURE. .... 31  
IDENTIFY THE SKILLS NEEDED TO GET THERE. .... 31  
DESCRIBE EACH SKILL IN TERMS OF OBJECTIVE TERMS..... 31  
EVALUATE PERFORMANCE IMPROVEMENT SYSTEM. .... 32  
CREATE A LEARNING ORGANIZATION. .... 32

<b>THE EVOLVING ROLE OF THE CEO.....</b>	<b>32</b>
<b>ATTACHMENT A – RESOURCES .....</b>	<b>33</b>
BOOKS ABOUT LEADERSHIP .....	33
BOOKS ABOUT SPECIFIC LEADERSHIP SKILLS.....	33
BOOKS ABOUT LEADING NONPROFIT ORGANIZATIONS.....	34
BOOKS ABOUT NEW TECHNOLOGY TRENDS.....	35
MANAGEMENT AND LEADERSHIP TRADE PUBLICATIONS.....	36
NONPROFIT ORGANIZATION TRADE PUBLICATIONS.....	36
TECHNOLOGY/TELECOMMUNICATIONS TRADE PUBLICATIONS .....	36
LEADERSHIP WEB SITES .....	36
NONPROFIT ORGANIZATION WEB SITES.....	37
TECHNOLOGY/TELECOMMUNICATIONS WEB SITES.....	37
<b>ATTACHMENT B – PROJECT PARTICIPANTS.....</b>	<b>38</b>

## Executive Summary

This report documents the results of a study conducted by *Bornstein & Associates* (B&A) that was designed to identify the skills that will be needed by the chief executive officers of public television stations in the next decade. The Corporation for Public Broadcasting's Future Fund funded this study.

### *Survey of Station Executives*

In the fall of 2000, B&A contracted with the survey research firm *Real World Research* (RWR) to conduct a telephone survey of the directors and chief executive officers of all the public television stations in the country. The purpose of the survey was to determine how these managers thought their television stations will change over the next 5-10 years; what skills the CEO's of public television stations will need to lead these stations in the future; and where the best candidates for future CEO positions might be found.

Station executives identified several factors that will challenge their stations in the future, including the need for additional funding, increased competition for audiences, and continually evolving technologies. However, they were also optimistic that these challenges could be met with new fundraising techniques, increased local programming, and employing new media and distribution channels to enhance services.

Respondents noted that future station executives will require many of the same skills as today's managers, although some skills will become more important. Some of the key skills identified included: experience with new and emerging technologies, especially in the telecommunications industry and using the Internet to benefit one's organization; community involvement, working with educational institutions, and with local, state, and federal governments; successful fundraising experience, entrepreneurial successes, and a knowledge of financial management, budget planning and development; and familiarity with promotional and marketing techniques, strategic and tactical planning, and mentoring and staff development skills.

Respondents also identified several skills not included on the pre-determined list that they thought were important. This included skills such as creativity, flexibility, ability to manage change, ability to develop and communicate a vision for the organization, and the ability to work collaboratively in developing partnerships and teamwork.

When asked what they thought the single most important management skill in the future would be, the most common responses focused on entrepreneurial skills, collaboration and partnering, change management, technical knowledge, and management skills.

In order to identify underlying patterns among responses to this question, indices were created combining skills into four broad categories: business, telecommunications, nonprofit organizations, and personnel. When compared to one another, the business index had the highest positive change in importance, while the telecommunications index, which included many traditional broadcast skills, showed the lowest positive change in importance.

Differences were also identified related to licensee type, budget size and the geographic location of the stations.

### *External Perspectives*

To help place the responses to this survey in perspective, B&A asked two experts outside of public broadcasting (Dr. John Carey and Katie Burnham) to describe their perceptions of environmental changes that will have an impact on the skills needed by future industry leaders. B&A then reviewed the results of a related study of leadership skills that was conducted by two professors at George Washington University, Drs. Michael J. Marquardt and Nancy O. Berger.

### *The Impact of Technology Trends*

Dr. Carey identified seven technology trends and associated changes in consumer behavior that are likely to impact public broadcasting over the next decade. They include: the impact of personal video recorder technology; a shift to cable, satellite and other ways to transmit television; the widespread use of digital radio technologies; enhanced television services; broadband video streaming; changes in television viewing behaviors; and a glut of competing and often incompatible technologies needed by viewers to use these new services.

Dr. Carey then listed a set of ten skills that will be needed by future public broadcasting managers to become leaders in the new and changing technological environment. Those skills include: a knowledge of new technology introductions in the past; flexibility; familiarity with change management techniques; strong entrepreneurial skills; a deeper understanding of audience behavior; knowledge about new technologies, digital rights management, and the process of re-purposing content for multiple distribution paths; strong planning skills, a commitment to education and an understanding of the role of technology in education; and an ability to develop new technologies for local needs.

### *Changes in the Nonprofit Sector*

Katie Burnham described how the nonprofit sector has changed over the years and identified some of the emerging trends in this field, including the blurring of boundaries between the public, private and nonprofit sectors; the demand for increased accountability by funders; and the need to become more flexible and efficient in responding to increasingly complex client needs, problems, and issues.

Ms. Burnham listed eight skills that will be needed by the leaders of these organizations in the future. These skills include: a commitment to core values; the ability to embrace the value of change; knowledge of how to build on an organization's brand; an understanding of technology, collaborative leadership; partnering techniques; "social entrepreneurship;" and a willingness to take risks.

### *Lessons from Business and Government Leaders*

Drs. Michael J. Marquardt and Nancy O. Berger studied 12 leaders from around the world who have been recognized for their skill in preparing their organizations for the twenty-first century. The results of their study are documented in a book called *Global Leaders for the 21<sup>st</sup> Century*.

They concluded that there are eight major factors that are changing the work environment that must be addressed by the leaders of tomorrow. They include: globalization, emergence of knowledge and learning as organizational assets, changing roles and expectations of workers, radical transformations of the world of work, biotechnology and ethics, technology, changing customer expectations, and the speed of change.

In order to address these issues, the leaders of the next century must possess a parallel set of competencies, namely, they must: possess a global mindset; engage in continuous learning; become both servant and steward; practice systems thinking; maintain an ethical focus; understand the power of technology; embrace innovation and risk-taking; and be a visionary and vision-builder.

Marquardt and Berger conclude their study by noting that twenty-first century organizations will have to contend with two different types of problems – technical problems and adaptive problems. These two types of problems must be dealt with in very different ways, and it will be the job of organizational leaders to establish processes that will allow their organizations to respond appropriately. One additional skill leaders will need to acquire is becoming “action learners,” or the ability to act and learn simultaneously.

### *Next Steps*

Although there are many similarities between the skills identified in the survey of public television executives and those proposed by the three external sources, the way individual stations interpret these skills, will vary considerably. For those organizations wishing to clarify the implications of the ideas contained in this report for their institutions and their CEOs, B&A outlines a process for doing so. The steps in this process include: determining the station’s desired future, identifying the skills needed to get there, describing each skill in objective terms, evaluating the organization’s performance improvement system, and creating a learning organization. Attachment A of the report includes a comprehensive list of books, trade publications and web sites that can be used by those who wish to explore this subject in greater detail.

## INTRODUCTION

*Bornstein & Associates* (B&A) has been assisting public television stations in management consulting and in executive recruitment for Chief Executive Officers (CEOs) for over a quarter of a century. An important part of this process involves assisting governing boards in deciding what skills and qualifications they would like candidates for executive positions to possess. During the past several years board members have begun to question how the changes they see taking place in the industry will influence the types of skills and experiences they should be looking for in prospective candidates.

Industry leaders, as well as individuals wishing to prepare themselves for leadership positions within the industry, have been asking these same kinds of questions. They wonder how public television will change over the next 5-10 years, and what new skills the CEOs of these organizations need to provide effective leadership. This study, funded by the Corporation for Public Broadcasting's Future Fund, was designed to respond to some of these questions.

## OVERVIEW OF PROCESS

In the fall of 2000, B&A contracted with the survey research firm *Real World Research* (RWR) to conduct a telephone survey of the directors and chief executive officers of all the public television stations in the country. This survey was designed to answer three primary questions: (1) How will individual public television stations change over the next 5-10 years? (2) What skills will the CEO's of public television stations need to lead these stations? (3) Where will the best candidates for future CEO positions be found?

To determine what public television executives are thinking about the future of their stations, respondents to the survey were asked: (1) How will changes in the television marketplace and increased competition for viewers affect your station in the next five to ten years? (2) How will the need to find and secure adequate resources shape the work that you and your station does in the next five to ten years? (3) How do you think technological developments will shape the work you and your station does in the next five to ten years?

Information about the skills needed by the future leaders of public television organizations was collected in three ways. First, respondents were read a list of 27 management skills that had been compiled by B&A based on previous searches for station leaders. Following each skill respondents were asked to indicate if they believed the skill was going to be more important, remain about the same, or be less important in the future.

Second, respondents were asked to identify any management skills or qualifications that were not mentioned in the above list that they thought would be important.

Third, respondents were asked to indicate what single management skill they thought would be the most important for the public broadcasting system in the coming years?

Finally, respondents were asked to indicate in which of the following sectors they would expect to find the best candidates for future chief executive positions: public broadcasting, commercial broadcasting, the cable industry, education, business, government, or other.



To help place the responses to this survey in perspective, B&A asked two individuals outside public broadcasting to describe their perceptions of environmental changes that will have an impact on the skills needed by future industry leaders. B&A then reviewed the results of a related study of leadership skills that was conducted by two professors at George Washington University, Drs. Michael J. Marquardt and Nancy O. Berger.

Dr. John Carey, president of the consulting firm of *Graystone Associates*, was one of the two individuals from outside the public broadcasting industry who was asked to comment on the technology trends that are likely to impact public broadcasting during the next five to ten years, and what skills public broadcasting managers will need to deal with the challenges and opportunities presented by new technologies. Dr. Carey is one of the nation's foremost communications researchers, specializing in new technology analysis and business development. He has extensive experience working with both public and private sectors, and teaches courses on emerging technologies at Columbia University.

The second individual, Ms. Katie Burnham, is co-founder, President and Chief Executive Officer of The Society for Nonprofit Organizations. Ms. Burnham has been named twice by *The Nonprofit Times* as one of the 50 most influential people in the nonprofit sector and in 1999, she was honored by the United States Distance Learning Association with the "Most Outstanding Achievement by an Individual in Lifelong Learning" award. In 1996 she helped launch the Learning Institute for Nonprofit Organizations in cooperation with the University of Wisconsin-Extension, which offers the first nationally available Certificate in Nonprofit Leadership and Management. Ms. Burnham was asked to comment on how changes in the nonprofit sector would impact on the skills needed by the leaders of these organizations in the future.

Drs. Michael J. Marquardt and Nancy O. Berger are professors in Human Resource Development at George Washington University. The findings of their study are documented in a book called *Global Leaders for the 21<sup>st</sup> Century*. This study was selected by B&A because of the diversity of perspectives it represents and its focus on specific skills needed by twentieth century leaders. Marquardt and Berger studied the leadership styles of 12 leaders from corporate, public and political institutions on five different continents who have been recognized for their skill in preparing their organizations for the twenty-first century. Based on this study, they identified eight major factors that are changing the work environment, as well as a parallel set of skills that will be needed to address these changes.

B&A concluded its study by proposing a series of steps that can be taken by organizations that wish to pursue this topic further, as well as relevant resources that can help guide these efforts such as books, trade publications and web sites.

# SUMMARY OF GENERAL MANAGER OF THE FUTURE SURVEY

## Overview of Survey

[*Note: An unabridged copy of the report on this survey can be found in Attachment C.*]

In the fall of 2000, *Bornstein & Associates* (B&A) contracted with *Real World Research LLC* (RWR) to conduct a survey of the general managers of public broadcasting stations throughout the country to determine: (1) their vision for the future of public television, and (2) what skills the leaders of public broadcasting stations will need to lead these organizations in this future.

The study used telephone interviews to gather information from respondents. Interviews used a standard questionnaire developed by *Bornstein & Associates*, in consultation with designers from *Real World Research*. The questionnaire consisted of three sections. The first section asked four open-ended questions about the future of public broadcasting. The second section asked respondents to: (a) rate a pre-selected list of management skills and qualifications; (b) identify skills not on the list that will be important; and (c) select the one skill that will be the most important for public broadcasting managers to master in the future. The last section asked where future public television managers might best be recruited.

B&A compiled a list of public television stations and their CEOs from Corporation Public Broadcasting data on Community Service Grant (CSG) qualified stations. Ron Bornstein sent a letter to these individuals describing the study and indicating the general areas that would be addressed in the interview. Professional interviewers from RWR then called these CEOs between October 30 and November 10, 2000. If it was inconvenient for respondents to complete the telephone interview, they were given the option of completing the survey by fax or mail. Five respondents choose to complete the questionnaire by fax. A total of 171 stations were contacted, of which 128 interviews were completed, for a response rate of 75 percent.

Data from the interviews was entered into a *Microsoft Access* database. A 10 percent sub sample of completed interviews was verified and no errors were found. Responses to the interviews were combined with information about each station including budget size, license type, and geographic region. The answers to the open-ended questions were coded into categories developed by a team of interviewers. In addition, a set of four indices was constructed from the ratings of potential management skills and qualifications. The results of the study were analyzed using SPSS statistical software. The data was analyzed based on basic frequencies; cross-tabulations by budget size, license type, and region; and a comparison of means by budget size, license type, and region.

## Results of Study

### *The Future of Public Broadcasting*

Although there was some apprehension among station leaders about the future of their stations – especially in the areas of funding and audience fragmentation – there was also a great deal of optimism. Many leaders felt that being responsive to local needs, and focusing on educational programming, would ensure continued success and support for their stations. Likewise, many respondents said they would be using technology as a competitive tool in the future.

While many respondents were concerned about fundraising, most discussed ways in which they planned to address funding issues. The most common approaches involved forming partnerships with other organizations, both in the public and private sectors, focusing on revenue generation, and locating new sources of funding.

Respondents were nearly universally agreed that technology would play an important role in the near future. An overwhelming majority said they would be using new media and distribution channels to enhance services. While there was agreement that technology would be important, the actual details have yet to be determined. Many people mentioned the need for training, flexibility, and planning in delivering content on multiple platforms. However, most respondents indicated it was impossible to tell exactly how technological changes would play out. This was evidenced by side comments made to interviewers, as well as by the comments about the importance of flexibility and change management in the skills section.

Most comments about structural changes were linked to changing technologies. Nearly half of the respondents plan on increasing their information technology staffs, while just under 30 percent plan to increase their production staffs. There were also a number of changes that, while not necessarily a direct response to technology, reflected a need for flexibility and faster responses to the rapidly changing environment created by emerging technologies.

### *Changing Importance of Skills*

B&A identified a list of 27 skills and qualifications that had been used by stations in previous searches for the CEOs of public television stations. Using this list, the interviewers asked respondents to indicate whether they thought the items on this list would become more important, less important, or stay about the same in the future. Respondents were then given the opportunity to identify any skills they thought were important that had not been mentioned. They were then asked what single skill they thought was most important for managers to focus on in the future.

It should be noted that responses collected to these questions do not measure the absolute importance of the skills, but rather whether certain skills are increasing or decreasing in importance. In fact, in rating the pre-selected list of skills, it was not unusual for respondents to state that a particular skill was currently very important and would continue to be

important. Consequently, it would “remain the same level of importance.” Likewise, since a majority of skills were ranked as either maintaining or increasing in importance, it can be concluded that respondents thought that managers will simply need to possess more skills in the future.

### ***Increasingly Important Skills***

The respondents identified several skills and qualifications that they believe will increase in importance in the future including:

- ?? New and emerging technologies experience, especially in the telecommunications industry, and using the Internet to benefit one’s organization;*
- ?? Community involvement, working with educational institutions, and with local, state, and federal governments;*
- ?? Successful fundraising experience, entrepreneurial successes, and experience in financial management, budget planning and development; and*
- ?? Knowledge of promotional and marketing techniques, strategic and tactical planning, mentoring and staff development skills.*

### ***Skills Decreasing in Importance***

The qualifications identified most often as becoming less important were:

- ?? experience in public broadcasting,*
- ?? knowledge of broadcast programming techniques,*
- ?? experience in broadcast production,*
- ?? an advanced degree,*
- ?? experience working with volunteers, and*
- ?? knowledge of FCC rules and regulations.*

### ***New Skills***

Respondents identified several skills that were not on the pre-determined list as being important. They included:

- ?? Creativity,*
- ?? Flexibility,*
- ?? Ability to manage change,*
- ?? Ability to develop and communicate a vision for the organization, and*
- ?? Ability to work collaboratively in developing partnerships and teamwork.*

## ***Most Important Skills***

When asked what they thought the single most important management skill was, the most common answers focused on:

- ?? *Entrepreneurial skills,*
- ?? *Collaboration and partnering skills,*
- ?? *Change management,*
- ?? *Technical knowledge, and*
- ?? *Management skills.*

## ***Indices***

In order to identify underlying patterns among responses to this question, indices were created combining skills into four broad categories: business, telecommunications, non-profit organizations, and personnel. These indices were created by coding each of the responses so that a skill that would become more important in the future was equal to 1, a response indicating a skill would decrease in importance was equal to -1, and a response indicating a skill would remain the same (or for which there was no answer) was equal to 0. A standardized score for each index was calculated by dividing its raw scale by the number of items in that index and then multiplying that result by ten.

### *Business*

This index included seven items: an advanced degree, business experience in the private sector, experience in financial and budget planning, knowledge of promotion and marketing, a record of entrepreneurial success, experience in strategic and tactical planning, and analytical, problem-solving and decision making skills.

### *Telecommunications*

This index included eight items: experience in telecommunications, experience in public broadcasting, knowledge of broadcast programming, experience in broadcast production, technical knowledge, knowledge of FCC rules and regulations, knowledge of new and emerging technologies, and experience using the Internet for organizational benefit.

### *Nonprofit organizations*

This index included seven items: experience working with a governing board, experience working with volunteers, experience working with educational institutions, experience working with federal, state, and local governments, experience with successful fundraising, experience with community involvement and outreach, and a record of community leadership and involvement.

### *Personnel*

This index included five items: experience in personnel management, experience in staff mentoring and development, negotiating, mediating, and group facilitation skills, interpersonal skills, and a commitment to workforce diversity.

When compared to one another, the business index had the highest positive change in importance, while the telecommunications index, which included many traditional broadcast skills, showed the lowest positive change in importance.

When compared to factors such as budget size, licensee type, and geographic region, the most striking difference appeared to be a linear relationship between changes in the telecommunications index, which steadily dropped as it moved from stations with the smallest budgets to those with the largest. Stations with budgets of less than \$1,500,000 had higher than average scores on both the business index and the non-profit organization index. It was also interesting to note that local licensees scored higher on business, non-profit organization and personnel indices, while university licensees scored higher on the telecommunications scale and lower on the business index. There are undoubtedly many reasons for these differences, not the least of which are differences in licensee missions, institutional imperatives, and available resources.

### *Location of Best Candidates*

Although nearly all of the respondents suggested they would not limit future searches for CEOs to any one sector, most said that they would expect to find the best candidates either in the business sector or in public broadcasting.

# **TECHNOLOGY TRENDS IN THE DECADE AHEAD: IMPLICATIONS FOR PUBLIC BROADCASTING MANAGER SKILLS IN THE FUTURE**

Dr. John Carey  
*Graystone Communications*

## **Introduction**

This report presents a snapshot of technology trends that are likely to impact public broadcasting during the next five to ten years and describes some of the skills public broadcasting managers will need to deal with the challenges and opportunities presented by new technologies. The report complements other research undertaken for the “Manager of the Future” project by *Bornstein and Associates*.

There is a great deal of uncertainty about which technologies will succeed in the marketplace. Further, there is a great deal of hyperbole promulgated by manufacturers and advocates of various technologies and services. This report steers clear of predictions about “winners” and “losers” among the new technologies and attempts to find the reality that is often masked by media hype. It is not necessary to predict the future in order to understand the trends that will ultimately form a future landscape of media technologies and services. Major trends are already underway that will play out over the next several years.

The report is organized in a straightforward way. First, several technology trends and associated changes in audience behavior are outlined. Potential impacts on public broadcasting are reviewed along with these trends. Second, implications are drawn about the skills that will be needed by public broadcasting managers in the future. Third, selected resources (Web sites and publications) are provided for further information about technology trends and impacts (see Attachment A).

## **Technology Trends and Potential Impacts, 2001 - 2010**

Among the many technology trends and associated changes in consumer behavior that are likely to impact public broadcasting over the next decade, seven trends are especially noteworthy.

### ***Personal Video Recorder Technology (PVRs)***

PVR technology allows TV viewers to pause real-time television, skip through commercials or program segments, and easily record favorite shows for later viewing. The technology was first offered in a stand-alone box but has since been offered as part of satellite receiver packages and will be combined with many other devices in the future. PVRs have dramatically affected the television viewing patterns of those who have adopted them. The most significant impact, from a public broadcasting perspective, is that it frees individuals from a television schedule. A person can easily record and later watch any program regardless of the time or channel when it is transmitted. Prime time loses some of its value; non-prime time gains in value. Further, viewers have much more control over television viewing and they can scan past program segments or any announcements that do not grab

their attention. In the long run, PVRs could significantly affect how programs are scheduled as well as how stations present non-program information such as underwriting credits and promotional announcements.

### *A Shift To Cable, Satellite and Other Ways To Transmit TV*

Most public television viewers do not receive their local station through over-the-air broadcasting. They receive it through cable, satellite and other transmission technologies. Currently, only 20 percent of television viewers get signals over-the-air. The trend away from over-the-air reception has been underway for some time and it is likely to continue over the next decade. This has great significance. It means, for example, that over-the-air digital transmission of HDTV signals or multi-channel programming is not likely to be received by viewers unless those signals are re-transmitted by cable, satellite and other distributors. It also means that at some point, the use of spectrum for over-the-air broadcasting will be challenged by policymakers and other groups who will propose use of the spectrum for mobile communications and argue that the spectrum could yield significant revenue for the government.

### *Digital Radio*

Attempts to change broadcast analog radio to digital radio progressed slowly in the 1990s. The first large-scale development of digital radio occurred on the Web, where thousands of radio stations now transmit content in digital packets. Beginning in 2001, two satellite radio services will begin to offer up to 100 channels of digital radio nationwide. Public radio has a major role in satellite radio. These digital radio developments have re-invigorated attempts to bring digital technology to broadcast radio. Over the next decade, it appears likely that digital radio will become widespread through multiple (if not all) radio distribution technologies. The implications for public radio include: more competition; more niche services; customized and personalized radio; enhanced data services carried by digital radio signals; the development of new radio formats for these new media; and opportunities to reach wider and more segmented audiences. Public radio will also face the challenge of funding the development of digital radio services.

### *Enhanced TV*

Many technologies that enhance or complement television are in development or are already in the marketplace. These include text services that provide additional information about programming (e.g., Wink), Web content displayed on television sets in stand-alone formats or in sections of the TV screen (e.g., Microsoft's Web TV or WorldGate), interactive television that returns a signal from homes or schools to TV stations/channels, and video-on-demand that delivers specific programming to an individual TV (e.g., DIVA). It is unclear which of these will ultimately be successful. However, they challenge public broadcasting producers to think outside the box of a one-way, stand-alone television program. Indeed, the concept of 30-minute or 60-minute stand-alone programs as the principal unit of content on television may give way to more complex models of content packaging in the decade ahead.



## ***Broadband Video Streaming - Internet TV***

As Web access speeds increase through delivery via cable modems, DSL, and satellite transmission, and as compression of data packets over the Web improves, it will become possible to send video content via the Web. This trend has already begun but in most cases, the user experience is still weak (e.g., choppy video, long waiting times for video to download to a computer, etc.). In two to five years, it may be viable to provide reasonable quality video programming to PCs over the Web. For public broadcasting, this is likely to provide new opportunities to reach niche audiences with specialized content such as education services. At the same time, there will be significant challenges to fund these services.

## ***Responding To Changes In TV Viewing Behavior***

Technologies such as remote controls, large screen TVs, picture-in-picture, and digital cable services with hundreds of channels inevitably lead to changes in viewing behavior. People change channels more frequently; they “surf” TV; and they sometimes watch two programs at once, among other changes in behavior. Over time, content producers respond to these changes in behavior with changes in programming. For example, many commercial TV channels have reduced or eliminated commercials between programs, knowing that many viewers leave the channel when a block of commercials is placed between programs. Instead, they imbed more commercials within programs rather than at the beginning or end of programs. A flurry of new technologies have recently entered the marketplace and more will enter it in the next few years - enhanced TV technologies, higher resolution TVs, flat screen TVs, and a new generation of digital set top boxes. The challenge for public broadcasting will be to discover changes in viewing behavior that result from these new technologies and to respond with appropriate adjustments in content formats and production techniques to better serve audiences.

## ***The Glut of Boxes***

In the race to capture the market with new television, radio and data services, there has been a glut of competing and often incompatible technologies introduced to the public. The problem will only worsen in the decade ahead. However, it is not reasonable to believe that consumers will attach eight or ten new boxes to their TVs. Further, producers cannot create content for all of these new technologies and there are limits to re-purposing content. The challenge for public broadcasting will be to assess which of the new boxes or services are more likely to be accepted by consumers, other producers of content, and those groups that are in a position to control technological changes (e.g., in some cases, the cable TV industry).

## **The Skill Set For Public Broadcasting Managers**

In the decade ahead, what skill set will be needed by public broadcasting managers to deal successfully with the technology trends noted above as well as other trends that will emerge and which cannot be foreseen? Clearly, the needed skill set will involve many of the talents that managers have required in the past. However, the mix of skills and experience brought to management positions will require some adjustments. Below, a set of ten skills are

suggested for future public broadcasting managers to become leaders in the new and changing technological environment.

### ***A knowledge of new technology introductions in the past***

While there are many differences between the technologies that will enter the marketplace in the decade ahead and those that entered in the past, there will also be many parallels in terms of consumer responses to new media, industry attempts to control technology development, budget issues, etc. Knowledge of earlier technology introductions can reduce the repetition of past mistakes and provide guidance for successful implementation strategies.

### ***Flexibility***

The future of technology development and adoption is often unpredictable. The skill needed to deal with the unpredictable is flexibility. Managers need to constantly reassess what is happening with new technologies and adjust as needed.

### ***Change Management***

There will be many changes in how public broadcasting organizations deliver services during the decade ahead. An important part of the needed skill set will be to effectively manage changes within the organization to effectively support the implementation of new technologies and services.

### ***Strong Entrepreneurial Skills***

Future managers must be self-starters who like the challenge of new and often uncertain ventures. Also, they must be able to rally support for new ideas.

### ***A Deeper Understanding of Audience Behavior***

It will not be sufficient in the new technological environment to rely on gross measures of viewer or listener behavior, such as those provided by Nielsen and Arbitron data. Future managers should be able to conduct (if necessary) and understand a broad spectrum of audience measurement techniques in order to grasp audience needs, wants and behaviors with new media services.

### ***Knowledge About New Technologies***

It is not necessary that a future manager be an engineer. However, he or she should be comfortable in talking with technologists and be able to follow trends. Further, managers should be able to network with technology experts within the public broadcasting system and outside.

## ***Digital Rights Management***

Distribution of content across a range of new media raises significant issues of digital rights management, such as acquiring and protecting rights to content in multiple distribution technologies. As in the case of technical knowledge, it is not necessary that a future manager be a lawyer, but he or she should know what issues are important, how to approach the problem and where to get expertise for digital rights management.

## ***Re-purposing Content For Multiple Distribution Paths***

In the decade ahead, much content will be created for broadcast, digital multi-channel services, streaming Internet distribution, DVD and enhanced television services. In order to maximize reach and revenue, the content will often require adaptation or re-purposing for a second, third or fourth wave of distribution. Re-purposing has become a mantra for many content producers and it is a sound strategy. However, it is not as easy to do as it sounds. An effective manager will understand the process and plan for it at the earliest stages of production and contract development.

## ***Strong Planning Skills***

An effective manager in the new technology environment must understand the planning process as well as the relationship between planning and implementation. Further, a strong manager will understand the importance of re-visiting planning documents periodically to update or adjust them to the constantly changing new technology environment.

## ***A Commitment To Education and An Understanding of the Role of Technology in Education***

Many of the strongest opportunities in the new technology environment will be in delivering education services. In order to do this, an effective manager must have a commitment to the education mission of public broadcasting, an understanding of how technologies are used in education (including obstacles such as teacher training) and the ability to develop partnerships with education organizations.

## ***The Ability To Develop New Technologies For Local Needs***

One of the largest missing pieces on the commercial side of new technology service development is an understanding of local needs and wants. This, in turn, presents a major opportunity for public broadcasting – to bring new media services into a local context. To do this, future managers must understand local needs and be able to develop new media services to meet those needs.

A discussion about the needed skill set for future public broadcasting managers raises the associated issues of training and development. There is a need for many forms of training (at all levels within a public broadcasting organization) and placement of middle managers in positions where they will acquire the skills and experience to develop into senior managers with a solid knowledge of new technologies.

# **CHALLENGES VS. OPPORTUNITIES: WHAT SKILLS WILL NONPROFIT LEADERS NEED IN THE FUTURE?**

Katie Burnham, President  
*The Society for Nonprofit Organizations and The Learning Institute*

## **Background**

In order to discuss the future, it is necessary to review a little history. Fifty years ago there were many who questioned whether the nonprofit sector truly existed. Others asked how different it was from the governmental (public) and for-profit (private) sectors. Both the governmental and private for-profit sectors were acknowledged as legitimate economic entities with recognized roles and responsibilities, as well as clear boundaries. This was not the case with the nonprofit sector. In fact, twenty years ago it was often referred to as the “Invisible Sector”.

Today the nonprofit sector exists as an important economic and ideological force within our communities and has contributed to the financial strength and quality of life within communities around the world. Much of the change that has occurred in this sector was the result of partnerships between community based organizations and local governments, as well as through increased support from individuals. In some situations, local governments contracted with non-profit organizations to provide services desired by their communities. In others, unmet community needs engendered the creation of new community based nonprofit organizations to provide desired services. These organizations reflected the shared values of their communities.

During the last half-century many nonprofit organizations enjoyed monopolies and functioned without competition on the local level. Additionally, some organizations expanded through affiliates and chapters in order to extend their reach and services to every state, thus enjoying national monopolies. Flourishing nonprofit organizations thus reflected the community’s and the country’s commitment to positive change, shared values and the building of community capacity.

## **Current Status**

In the last few years, the environment for community based nonprofit organizations has changed. Since 1989 the number of public charities has increased by 60%. Every year more than 29,000 new nonprofits are being created. The total number of organizations, including religious entities, is now over 1.6 million and continues to grow.

Collectively, the nonprofit sector has become a major economic force. It now accounts for over 7% of national income and employs nearly 10 million people. This amounts to over 8% of the US labor force, not including volunteers.

Significant growth has also occurred in the area of private foundations. From 1989 to 1996 there was a 29% increase in the number of private foundations. The value of their combined assets has tripled from 1988 to 1998, and currently exceeds \$400 billion.

Many significant changes are impacting the non-profit sector. The population is aging, with 10,000 people turning 50 every day. The federal budget allocates \$13.00 for every senior, compared to \$1.00 for every child. The population is becoming more diverse. Today, over 10% of the population is Hispanic. As diversity and multiculturalism increase, communities find it more difficult to identify common purposes and shared values.

Families are being redefined. Only 26% of current families represent a traditional family profile of a married, heterosexual couple with children less than 18 years of age. Nearly 70% of the women with children less than six years of age work outside the home. This number has doubled since 1970.

The business sector has also changed dramatically in the last 20 years. The economic contract between employer and employee has been broken as cutbacks, mergers, and layoffs grow. Between 1979 and 1993, 36 million private sector and 454,000 public sector jobs were lost. The only sector that added jobs was the nonprofit sector.

Recent failures of “dot-com” businesses have again demonstrated the fragile nature of the private sector job market. The emerging industries of microelectronics, biotechnology and telecommunications all demand well-educated, highly skilled people. As a result, between 1979 and 1993 hourly wages for college graduates rose from \$15.85 to \$17.05. Even larger increases occurred over the last seven years as these industries have grown and the demand for knowledge workers has increased. At the same time, real hourly wages for individuals who didn’t finish college have decreased from \$12.24 to \$11.37; high school graduates dropped from \$11.23 to \$9.00; and high school dropouts went from \$10.06 to \$7.87 in real dollars.

American business leaders have asserted that schools are not preparing students adequately. As a result, the business sector has had to increase its investment in employee education at a rate 100 times that of academia. Annual investments in employee training now exceed \$70 billion. Knowledge has replaced capital, labor and natural resources as the basis of an organization’s competitive advantage. Leadership and training are becoming increasingly important, as decisions need to be made more quickly and by front-line employees. Knowledge management at every organizational level is becoming a critical success factor. Innovative management is assuming greater importance than innovative programs.

Finally, technology is enabling greater access to previously hard-to-reach clients and customers, anytime – anywhere, 24 hours a day, 7 days a week. This means increased global competition, as well as increased opportunity to serve clients and customers from around the globe.

## Emerging Trends

The monopolies that nonprofit organizations once enjoyed are disappearing. Competition from private business is blurring previously clear boundaries that separated public, private, and nonprofit sectors. Technology and globalization are challenging national boundaries and turf. As a result, clients and customers have more choices and are choosing what they value most. Constant client feedback is becoming critical to growth and success.

Funders of nonprofit organizations are looking for increased accountability. Both government and private funders expect outcomes to be measurable. With competition for funding increasing, only those organizations that can demonstrate positive change for clients will be able to attract the funding that they need to fulfill their mission. Even though total giving to the nonprofit sector now exceeds \$190 billion, it cannot compensate for the loss of governmental funding. Devolution has resulted in nearly a 40% reduction in governmental spending. *Independent Sector* and *The Center on Budget and Policy Priorities* estimate that this loss will amount to over \$200 billion in federal funds by 2002.

Nonprofit organizations must achieve more flexibility and efficiency to respond more rapidly to increasingly complex client needs, problems, and issues. Front-line employees will need to become decision-makers. The public, private and nonprofit sectors will have to work more closely to solve community challenges. Cross sector partnerships will need to be formed.

## Skills Future Nonprofit Leaders Will Need

### *Committed to Core Values*

First, nonprofit leaders will have to clarify and be committed to the core values of their organizational mission and how those values drive their vision. Future leaders will have to be “values-centered.” Core values of the organization need to be known, embraced, and practiced at every level of the organization.

An organization’s mission states why it exists; its vision describes what the organization aspires to become, to achieve and to create. Values need to drive the strategies for achieving this vision. Leaders of the future will therefore need to articulate, practice, and demonstrate how the values of their organization, its mission and its vision position the organization in the community and produce the results that the community desires and deserves.

### *Embrace the Value of Change*

Values also address the positive change the organization is seeking through its programs and services. The business of nonprofit organizations is to create positive change for clients and customers in a world where change is constant and often feared. Future leaders who embrace the value of change as a positive community force, and who can demonstrate that understanding the process of positive change and its replication builds community capacity, will be highly sought after by nonprofit boards and communities.

### ***Build on the Organization's Brand***

The value of an organization's brand is a critical element in this process. As partnerships are explored, both within and outside the nonprofit sector, the nonprofit organizational leader must understand that “brand identity” is one of the key resources that each organization brings to the table. Brand identity represents a unique set of values, services and programs that provide a consistent personality and attitude – assets which should be defined and reflected in all of the organization’s activities. Loyal constituents, clients and customers share the values of the organization, appreciate its work, and in turn, feel appreciated by the organization. As competition increases, brand identity will build constituent loyalty and, therefore, build competitive advantage. Future leaders must appreciate both the value and the power of their organization’s brand.

### ***Understand Technology***

Leaders will have an increased knowledge and understanding of technology. They will think differently about the role technology can play in delivering current services, as well as its place in developing new services and expanding markets.

Technology will enable the customization of products that will appeal to a diverse client base. It will enable organizations to respond quickly at every level, reduce errors, assure quality, facilitate knowledge management, and spread education and training throughout the organization. Finally, technology – will expedite data collection and analysis to measure performance and report outcomes.

### ***Foster Collaboration***

Leaders will need to practice collaborative leadership. Collaborative leadership – sometimes referred to as shared leadership – recognizes that no one person has all the solutions to multifaceted problems that need to be addressed by an organization or community. In this context, leaders must empower employees to act more unilaterally, and to develop processes that move data from information, to knowledge, to collective wisdom. Collaborative leaders must support environments that empower people to develop the knowledge and creativity needed in order to respond to the challenges that they face. They must encourage the development of organizations that support collective action based on shared knowledge, shared risk, shared values, and shared vision. They must leverage the skills and core competencies of their organization to grow innovative staffs empowered to create innovative programs and services.

### ***Develop Partnerships and Alliances***

Collaborative leaders also must use organizational values to identify potential allies and partners. They must understand that the articulation of shared values – as well as their demonstration through programs and actions – provides fertile ground for sustainable partnerships and alliances. Leveraging the resources of the organization through partnerships and alliances will help ensure greater organizational strength and stability. Shared risk,

leading to shared success, will contribute to building community capacity. This, in turn, will help build community investment in the future of these organizations and their mission.

### *Practice Social Entrepreneurship*

Leaders of nonprofit organizations must practice social entrepreneurship. That is, they must be comfortable managing a double bottom line of mission and money. Through social entrepreneurship they must stabilize funding, develop earned revenue streams, plan for sustainability, enable risk taking, and reward success.

### *Take Risks*

For this to occur, leaders must first develop entrepreneurial boards that will be comfortable with the concept of risk. For many, such comfort may be achieved through collaborations and alliances that spread the risk while producing incremental earned income. Entrepreneurial leaders must help their organizations reduce dependency on restricted funding while maintaining focus on their primary mission. Many of these programs may benefit the community, but not attract funding. Monies necessary to pay for these innovative programs must come from earned income not restricted by outside entities, but funded by strategic choices made by management and the board.

In summary, future leaders of nonprofit organizations must be flexible and value centered. They must understand their organization's brand and its core competencies to create and advance a shared vision that will achieve positive change. They must utilize technology to not only build the capacity of their “communities of place” but also their “communities of interest.” They must increase institutional capacity through shared leadership, shared risk, collaboration and shared knowledge. They will need to be risk takers, with entrepreneurial skills that will build the confidence of their boards and constituents. They must create new products and services that are in response to market pull, not market push. With these skills, they will be prepared to build mission-driven, sustainable nonprofit organizations that operate for the benefit of the public, and earn and command the public’s trust.



# GLOBAL LEADERS FOR THE 21<sup>ST</sup> CENTURY

Michael J. Marquardt and Nancy O. Berger  
George Washington University

## Overview

Michael J. Marquardt (Professor of Human Resource Development and Program Director of Overseas Programs at George Washington University) and Nancy O. Berger (Assistant Professor of Human Resource Development at George Washington University) identified 12 leaders from around the world who have been recognized for their skill in preparing their organizations for the twenty-first century. These leaders range from 30 to 60 years of age, and represent corporate, public and political institutions on five different continents.

The leaders studied include: *Fortune* magazine's first two Asian leaders of the year (CEOs Nobuyuki Idei of Sony and Cheong Choong Kong of Singapore Airlines), two highly acclaimed political leaders (President Mary McAleese of Ireland and United Nations Secretary-General Kofi Annan), the leading lights in the technology field (CEOs Jorma Ollila of Nokia in Finland and John Chambers of Cisco Systems in the United States), pioneer leaders for women (Carol Bartz, CEO of AutoDesk) and minorities (Ken Chenault, CEO-designate of American Express), the world's most innovative leader (Ricardo Semler, owner of Semco in Brazil), a leader in recognizing the importance of community service and employee partnership (Henry Carris, Carris Community of Companies), the director of one of the top executive development programs in the world (Felipe Alfonso, Asian Institute of Management), and a radical new thinker in the energy field (John Browne, CEO of BP Amoco).

## The Transforming Workplace

Marquardt and Berger identified eight major areas of change that are taking place in the workplace.

### *Globalization and Global Economy*

We no longer live in a world that can be defined by the boundaries of our cities, states, or country. We live in a global community in which we share common tastes, fashion and entertainment with people all over the world. The “four T’s” – technology, travel, trade and television – are creating a collective experience that is shared by people everywhere. Interests, values, and tastes are converging. English has become the *lingua franca* of media, computers and business. More than 1 billion people in over 100 countries now speak English as either a first or second language. The Internet has made it possible for us to communicate with colleagues on the other side of the world as easily as though they were on the other side of town. The world has become an ever-expanding source of capital, technologies, facilities, human resources and raw materials. If our organizations are to survive in the twenty-first century the mindsets of our CEO’s, as well as our corporate cultures, strategies and structures, must reflect these realities.

## *Knowledge Era*

Knowledge has become more important to the global economy than physical labor, minerals and energy. “Mentofactoring” (working with the mind) has replaced manufacturing (working with the hands) as the primary process for creating wealth in the twenty-first century. Knowledge workers now outnumber industrial workers by 3 to 1. Brainpower is every company’s most valuable asset. Work and learning are converging. When workers perform knowledge work they learn, and this learning leads to more efficient processes for creating new knowledge. As a result, knowledge products continue to double every 18 months and have a shelf life of three years or less. Individuals at every level of the organization must not only engage in lifelong learning processes, they must be challenged to create new knowledge. The CEO’s of organizations are responsible for creating the environments that make these new skills possible.

## *Changing Workers*

Knowledge workers own their means of production, which means that they will take these assets with them if they leave. Consequently, companies in the twenty-first century must learn how to attract, motivate, reward, train and continually improve these employees. The “emotional intelligence” skills of these workers will be more important than their cognitive and technical expertise combined. This includes such things as self-confidence, a drive to get results, a commitment to continuous improvement, conflict management skills, a service orientation, optimism, and the ability to work as part of a team. Temporary or part-time workers will become an increasingly important part of the workforce, as will those who telecommute. One of the primary responsibilities of the managers of the future will be to meet and satisfy the needs of these workers – to be their “servants” as well as their leaders.

## *Organizational restructuring*

Organizations in the twenty-first century will become increasingly virtual. They will focus on what they do best, and then link with other companies to create new products and services. They will define themselves more by their core competencies than by the specific products they produce or the markets they serve. Some will become “cluster organizations” that rely on a minimal core of permanent employees and a large cadre of independently contracted professionals, many of whom will work from their homes. Some organizations will both collaborate and compete with one another simultaneously. Work will be performed by teams of workers that will rely on advances in information technology to move and store data more efficiently, as well as to manage the increasingly complex web of links that will be created among their organizations, workers, work processes, and customers. The leaders of these new organizations must be capable of continually rethinking and reshaping the structures and operational parameters of these evolving relationships.

## *Biotechnology and Ethical Issues*

Biotechnology and the ethical choices that will inevitably accompany its uses will become key factors in shaping the twenty-first century. On the positive side, improvements in food production and medicine, cures for diseases, a reduction in environmental hazards, and even the creation of DNA-based computers and software that repair themselves, could reduce

suffering, improve the quality of life, and transform the world of information processing. At the same time, such developments will raise new ethical and management issues, result in dramatic shifts in economic and political bases of power, and place a new emphasis on the importance of organizational and institutional values. These will become important concerns of the CEO's of tomorrow's organizations.

## *Technology*

Self-diagnosing, healing and replicating computers are indicative of the types of technological changes that we can expect to see in the twenty-first century. Superconductivity, neural networks, expert system, artificial intelligence, and miniaturization will transform the nature of work and the workplace. The Internet, one of the fastest-growing phenomena the business world has ever seen, will be coupled with company-based Intranets to improve our ability to capture, store, and disseminate information and services, and enable us to deal with increasingly complex relationships in ways never before possible. They will also enable us to dramatically change how, when and where we learn. Workplace learning will no longer occur at a fixed time and place for "just-in-case" purposes. It will be transformed to a "just-what's-needed, just-in-time, and just-where-required basis." These will become the new tools of the leaders of twenty-first century.

## *Customer Expectations*

Those who use the products and services of an organization are changing almost as dramatically as the ways in which they can be served. They expect the products and services they buy and support to be inexpensive, high quality, immediately available, repairable or replaceable, and customized to their specific interests and needs. The global economy and improved communications technologies means that an organization's potential customers are also much more aware of what products and services are available on an international scale. They not only have more choices, they have the means to access these choices. One of the primary challenges of the leadership of tomorrow's organizations will be responding to these customers in new ways through continuous improvement and a relentless cycle of innovation.

## *Speed of change*

Seventy years ago Albert Einstein and others introduced the world to a new way of looking at reality. It is called quantum physics. Unlike Newtonian physics in which we operate as though concepts such as cause and effect, certainty, distinct wholes and parts are the "laws of the universe," quantum physics suggests that life is less predictable. It views the universe and objects as vast empty spaces filled with fields and movements. The relationships between objects and their observers are what determine reality. It is a world with more surprises than predictions, and more processes than objects and things. This is the worldview that will dominate the twenty-first century, and it will change the way we think about and interact with the world. The world of order, control, structure and planning will be exchanged for one dominated by change, autonomy, flexibility, and chaos. This will require that the leaders of tomorrow's organizations begin to revise the way they think about the world, the organization's they manage, and the people with whom they interact.

## **Skills of CEOs in the Twenty-First Century**

Having defined some of the key changes that they believe will take place in the workplace of the twenty-first century, Marquardt and Berger suggest a set of eight skills that the CEOs of the future will need to operate effectively in this environment.

### *Global mindset and competencies*

One of the key attributes needed by CEOs in the twenty-first century is a global mindset. A person's mindset is the filter through which he or she looks at the world. A global mindset is characterized by being inclusive rather than exclusive, continually growing and learning, an ability to conceptualize complexity, flexibility, sensitivity to diversity, a strong capacity for reflection, and a willingness to intuit decisions with inadequate information. Guided by such a mindset, CEOs must be able to conceptualize a vision for their organizations that will carry them beyond their current processes, procedures and systems so that they begin to operate cross-functionally, cross-divisionally and cross-culturally.

### *Teacher, Coach, Mentor and Model Learner*

In organizations dominated by knowledge specialists, no area of knowledge will necessarily be more important than others. Consequently an organization's "information-structure" will become as critical to its success as its infrastructure. This includes the processes for determining what knowledge is important, how it is captured and coded, and how it is made accessible, both inside and outside the organization. The leaders of today's organizations must not only ensure that such processes are in place, they must establish an environment in which continuous learning and continuous teaching are an integral part of their culture. They must not only serve as teacher, coach and mentor to their fellow workers, they must serve as personal models for how such learning can and should take place. They can do this through the types of questions they ask, the risks they are willing to take, the way they encourage and support innovation, and their demonstrated love for learning.

### *Servant and steward*

The role of a leader in an organization has changed from a relationship of being the person who is in control and has the power, to one of being an enabler and facilitator – a servant and a steward. The primary motivation of the leaders of organizations in the twenty-first century will be their desire to serve the needs of their employees, their customers and their communities. This will be demonstrated in their holistic approach to work, their understanding of the interrelatedness of systems, and their willingness to share decision-making power. Just as the "emotional intelligence" of the workers of the future will become more important than their cognitive and technical skills, so too successful leaders will be defined by their ability to empathize with the needs and concerns of others, as well as their ability to obtain desired results by building successful internal and external relationships through collaboration and partnerships.

### *Systems thinker*

In an age of global independence, organizations will be defined by the success of their relationships. They will be part of larger systems that will have a greater impact on their future than their own individual actions. In such a world, it will be critical for the leaders of organizations to be able to understand and interpret the larger picture. They must become “systems thinkers,” focusing more on processes rather than specific details. They must be able to see the connections between issues and events – both inside and outside their own industry – and be able to identify underlying trends and potential surprises. They must be able to think more abstractly, more strategically, and more inclusively.

### *Spirituality and Concern for Ethics*

As interrelationships between organizations become increasingly important, so too will the role of ethics and the standards by which appropriate behavior among individuals and groups are defined. It will be the responsibility of the leaders of these organizations to ensure that such standards are part of the company’s culture. This can be accomplished by personally exhibiting high ethical standards, tying the organization’s values to its goals, developing a reward system that encourages ethical behavior, insisting on honesty, integrity and fairness in all internal and external transactions, and by reinforcing the interconnectedness of the organization to its community by promoting and supporting volunteerism.

### *Technologist*

Continuously evolving technologies will create both new opportunities and challenges for the leaders of twenty-first century organizations. Technology will transform not only the workplace, but the very nature of work, including with whom, when and where it is done. It will enable the organization to better understand the needs of its customers, to tap the knowledge of experts around the world, and to continually redistribute power, functionality and control to wherever they are most needed given the nature of the tasks being performed. As technologies continue to evolve it will be an ongoing challenge for the leaders of organizations to stay informed about their capabilities, limitations, and potential.

### *Innovator and risk-taker*

Leaders of twenty-first century organizations must not only be innovators and risk-takers themselves, they must create an environment that encourages risk taking in others, including protecting those who are not successful. They must continually challenge the existing assumptions, mental models, and processes of their organizations. They must proactively seek out new perspectives and possibilities that will enable them to make different choices. They must learn how to probe the fringes of their traditional ways of doing business to identify new growth opportunities that will stretch their organizations.

## *Visionary and vision-builder*

Given the speed with which organizations will change in the twenty-first century, leaders must be continually thinking about where their organizations need to be, rather than where they are. They must develop ongoing visioning processes that draw upon the imaginations of everyone in the organization. From these processes a shared organizational vision should emerge. This vision should not only inspire the commitment of existing employees, it should be exciting enough to attract the best and brightest from outside the organization. Once established, it becomes the job of the leader to maintain this vision as a focal point for everything the organization does, as well as to translate it into specific strategies and directions that will enable the organization to continually move in its direction.

## **New Types of Problems and Processes**

Marquardt and Berger conclude their study by noting that twenty-first century organizations will have to contend with two different types of problems – technical problems and adaptive problems. Technical problems are traditional problems that can be addressed by applying conventional linear and logical problem solving approaches, and by drawing upon existing knowledge from within or outside the organization. Adaptive problems, however, are problems for which there are no readily apparent solutions, and no obvious technical expertise to apply to them. Traditional problem solving techniques cannot solve them. They require the involvement of expertise from throughout the organization and can only be solved by “learning one’s way” and creating knowledge that does not yet exist. Leaders of twenty-first century organizations must be able to recognize the differences between these two types of problems and establish processes that will allow the organization to respond appropriately. This involves asking the right kinds of questions, remaining flexible, and living with a lot of uncertainty.

Marquardt and Berger suggest that the key to an organization’s survival in the twenty-first century will be its ability to adapt to change quickly. The leaders of these organizations must be able to act and learn simultaneously. They must become “action learners.” The authors describe action learning as a dynamic process for solving problems that focuses simultaneously on the problem to be solved and what can be learned from that process. The remainder of their book describes how this process works, and how it can be used to develop each of the eight attributes necessary to become a successful leader in the twenty-first century.

## **NEXT STEPS**

There are many similarities between the skills identified in the survey of public television executives and those proposed by the three external sources referenced in this report. The way individual stations interpret these skills, however, will vary considerably. For those organizations wishing to clarify the implications of the ideas contained in this report for their institutions and their CEOs, there are several follow up activities that can be undertaken.

### **Determine desired future.**

Before an organization can decide what skills its leaders should possess, it must first determine what type of an organization it wishes to become. While this may seem obvious, the process for determining an organization's future can be very demanding. There are a variety of strategic and long range planning processes that can be used for this purpose. Most of them begin by reviewing the organization's existing mission, vision and values to determine if they remain relevant given the types of environmental changes referenced earlier in this report. Once these elements have been clarified, the next step is to conduct a thorough examination of the organization's internal strengths and weaknesses, as well as its external opportunities and threats. This information will provide the baseline data needed to develop the strategies, goals and objectives that will enable the organization to accomplish its mission.

### **Identify the skills needed to get there.**

During the analysis of the organization's strengths and weaknesses, it will be important to identify the core competencies that the organization either has, or needs to develop, to move it in the direction of its desired future. A parallel task will be to identify what activities the organization wishes to do itself, as well as those tasks it wishes to outsource or accomplish through partnerships with other organizations.

Once these decisions have been made, it will be easier to identify the specific skills that will be needed by *all* members of the staff – not just the CEO. Given the types of changes that are taking place in the workplace, the skills identification process may require the organization to rethink many of its assumptions about the roles of its employees and how the organization is structured.

### **Describe each skill in terms of objective terms.**

Once a set of skills has been identified, they should be "objectified." That is, each skill should be described in terms of very specific, objective attributes or activities that one would expect to see when an individual exercises such a skill. This will help make buzz words such as "facilitator," "collaborator," and "people person" much more understandable to everyone involved. This will also make it easier to develop position descriptions and recruiting tools for new employees, as well as enable existing employees to more effectively evaluate their own roles and performance.

### **Evaluate performance improvement system.**

Many organizations have found it useful to undertake a comprehensive review of their employee performance improvement systems. The old model of “the boss” evaluating the performance of his or her employees and giving them direction on how to improve their work is becoming less and less relevant in organizations that are becoming increasingly dominated by knowledge workers. In the workplace of the twenty-first century, responsibility for continuous improvement is everyone’s job. In such environments the responsibility of managers is to ensure that the *systems* are in place that will make self-directed, continuous growth possible.

### **Create a learning organization.**

Twenty-first century organizations have also discovered that they must become “learning organizations.” That is, the processes of continuous learning and continuous teaching must become integral parts of the culture of the organization. In a knowledge economy, work and learning have become simultaneous activities. Making this transformation is not an easy process, although there are many resources available to assist individuals and organizations that wish to move in this direction. (See Attachment A.)

## **THE EVOLVING ROLE OF THE CEO**

This report has looked at the changing role of the CEO in public broadcasting from several different perspectives. It has confirmed that there are many traditional management skills that will continue to be important. It has also identified some new areas of expertise that CEOs must acquire, especially in the areas of technology, entrepreneurship, change management and continuous learning. But more importantly, it has noted that there are significant changes that are taking place in the nature of organizations, the products and services they produce, and the symbiotic relationships that must be developed both internally and externally. This report has merely scratched the surface of identifying what those changes might be. The degree to which specific changes are integrated into individual organizations will vary considerably, and they will inevitably take place over time. As they do, the role of the CEOs of these organizations will also evolve. The speed with which these changes take place will depend upon how quickly those who are currently in leadership positions – as well as those who aspired to be leaders in the future – can transform these theories about leadership skills into the realities of leadership practices.



## **ATTACHMENT A – RESOURCES**

### **Books about Leadership**

Ram Charan, Stephen Drotter, James Noel, Jim Noel and Steve Drotter, *The Leadership Pipeline: How to Build the Leadership Powered Company*. San Francisco: Jossey-Bass, 2000.

Carolyn Corbin, *Great Leaders See the Future First*. Chicago: Dearborn Financial Publishing, 2000.

James W. Cortada, *21<sup>st</sup> Century Business: Managing and Working in the New Digital Economy*. Upper Saddle River, New Jersey: Prentice Hall, 2001.

Stephen R. Covey, *Principle-Centered Leadership*. New York: Simon & Schuster, 1990.

Robert M. Fulmer and Marshall Goldsmith. *The Leadership Investment: How the World's Best Organizations Gain Strategic Advantage Through Leadership Development*. New York: AMACOM, 2000.

Gary Hamel, C. K. Prahalad, *Competing for the Future*. Cambridge: Harvard Business School Press, 1994.

Michael J. Marquardt and Nancy O. Berger, *Global Leaders for the 21<sup>st</sup> Century*. Albany, NY: State University of New York Press, 2000.

Margaret Wheatley, *Leadership and the New Science*. San Francisco: Berrett-Koehler, 1992.

### **Books about Specific Leadership Skills**

Sue Birley, Daniel F. Muzyka, *Mastering Entrepreneurship: The Complete MBA Companion in Entrepreneurship*. Upper Saddle River, New Jersey: Prentice Hall Publishing, 2000.

Peter Block, *Stewardship : Choosing Service over Self-Interest*. San Francisco: Berrett-Koehler, 1996.

David K. Carr, Kelvin J. Hard and William J. Trahan, *Managing the Change Process*. New York: McGraw-Hill, 1996.

Tom Coens and Mary Jenkins, *Abolishing Performance Appraisals*. San Francisco: Berrett-Koehler Publishers, Inc., 2000.

Kevin Daniels, David Lamond and Peter Standen, *Managing Telework: Perspectives from Human Resource Management and Work Psychology*. London: Thomson Learning Europe, 2000.

Daniel P. Goleman, *Emotional Intelligence*. New York: Bantam Books, 1997.

Robert K. Greenleaf, Larry C. Spears (Editor), and Peter B. Vaill, *The Power of Servant Leadership: Essays*. San Francisco: Berrett-Koehler Publishers, Inc., 1998.

John P. Kotter, *Leading Change*. Boston: Harvard Business School Press, 1996.

Jessica Lipnack and Jeffrey Stamps, *Virtual Teams: Reaching Across Space, Time, and Organizations With Technology*. New York: John Wiley & Sons, 1997

Michael J. Marquardt and Reginald Revans, *Action Learning in Action: Transforming Problems and People for World-Class Organizational Learning*. Palo Alto: Davies-Black, 1999.

Rita Gunther McGrath and Ian MacMillan, *The Entrepreneurial Mindset*. Cambridge: Harvard Business School Press, 2000.

Peter M. Senge, *The Fifth Discipline*. New York: Doubleday, 1990.

Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard B. Ross and Bryan J. Smith, *The Fifth Discipline Fieldbook*. New York: Doubleday, 1994.

## **Books about Leading Nonprofit Organizations**

Peter Brinckerhoff, *Mission Based Management: Leading Your Not-For-Profit in the 21<sup>st</sup> Century*, (2<sup>nd</sup> Edition). New York: John Wiley & Sons, 2000.

Peter Brinckerhoff, *Mission Based Management: Leading Your Not-For-Profit in the 21<sup>st</sup> Century Workbook*, (2<sup>nd</sup> Edition). New York: John Wiley & Sons, 2001.

Peter Brinckerhoff, *Social Entrepreneurship: The Art of Mission-Based Venture Development*. New York: John Wiley & Sons, 2000.

David Chrislip and Carl Larson, *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. San Francisco: Jossey-Bass, 1994.

James Collin and Jerry Porras, *Built To Last: Successful Habits of Visionary Companies*. New York: Harper-Collins, 1994.

Francis Hesselbein, Marshall Goldsmith, Richard Beckman (ed.), *The Leader of the Future*. San Francisco: Jossey-Bass, 1996.

Independent Sector, *Changing Roles, Changing Relationships: The New Challenges for Business, Nonprofit Organizations, and Government*. Washington DC, 2000.

Independent Sector, *Capacity Building for Nonprofit Leadership and Management*. Washington DC, 2000

Christine Letts, William Ryan, Allen Grossman, *High Performance Nonprofit Organizations: Managing Upstream for Greater Impact*. New York: John Wiley & Sons, 1999.

Thomas McLaughlin, *Nonprofit Mergers & Alliances: A Strategic Planning Guide*. New York: John Wiley & Sons, 1998.

Hank Rubin, *Collaboration Skills for Educators and Nonprofit Leaders*. Chicago: Lyceum Books, 1998.

## **Books about New Technology Trends**

Ken Auletta, *The Highwaymen: Warriors of the Information Superhighway*. New York: Random House, 1997.

Joel Brinkley, *Defining Vision: The Battle For The Future of Television*. New York: Harcourt Brace, 1997.

Frances Cairncross, *The Death of Distance: How The Communications Revolution Will Change Our Lives*. Cambridge: Harvard Business School Press, 1997.

Clayton Christensen, *The Innovator's Dilemma: When New Technologies Cause Great Firms To Fail*. Cambridge, MA: Harvard Business School Press, 1997.

Roger Fidler, *Mediamorphosis: Understanding New Media*. Thousand Oaks, CA: Pine Forge Press, 1997.

Darcy Gerbarg (ed.), *The Economics, Technology and Content of Digital TV*. Norwell, MA: Kluwer Academic Publishers, 1998.

John Robinson and Geoffrey Godbey, *Time For Life: The Surprising Ways Americans Use Their Time*. University Park: Penn State University Press, 1997.

Everett Rogers, *Diffusion of Innovations* (Fourth Edition). New York: The Free Press, 1995.

Harold Vogel, *Entertainment Industry Economics* (Fifth Edition). New York: Cambridge University Press, 2001.

## **Management and Leadership Trade Publications**

*Harvard Business Review*  
*Business Week*  
*The Economist*  
*Wharton Leadership Digest*  
*Sloan Management Review*  
*Forbes*  
*Context*  
*The CEO Refresher*  
*Fortune*

## **Nonprofit Organization Trade Publications**

*Chronicle of Philanthropy*  
*Harvard Business Review*  
*Leader to Leader*  
*Nonprofit Times*  
*Nonprofit World*  
*The Not-For-Profit CEO*

## **Technology/Telecommunications Trade Publications**

*Broadcasting & Cable*  
*Cablevision*  
*Cable World*  
*Circuits (NY Times, each Thursday)*  
*Current Newspaper*  
*E-Commerce Business*  
*Interactive Week*  
*Internet World*  
*Multichannel News*  
*Telecommunications*  
*Telephony*  
*The Industry Standard*  
*Wired*

## **Leadership Web Sites**

[www.baldrigeplus.com/index.htm](http://www.baldrigeplus.com/index.htm) (Baldrige Plus)  
[www.best-in-class.com/](http://www.best-in-class.com/) (Best Practices, LLC)  
[www.clemmer-group.com/](http://www.clemmer-group.com/) (The Clemmer Group)  
[www.emergingleader.com/](http://www.emergingleader.com/) (The Emerging Leader)  
[www.facilitationfactory.com/](http://www.facilitationfactory.com/) (The Facilitation Factory)  
[www.fastcompany.com/homepage/](http://www.fastcompany.com/homepage/) (FastCompany)  
[www.innovis.com/index.html](http://www.innovis.com/index.html) (InnoVision Communication)  
[www.ravenwerks.com/](http://www.ravenwerks.com/) (Ravenwerks Information Center)  
[www.smartleadership.com/](http://www.smartleadership.com/) (SmartLeadership)  
[www.ybn.com/index/](http://www.ybn.com/index/) (Your Business Network)

## **Nonprofit Organization Web Sites**

[www.allianceonline.org](http://www.allianceonline.org) (Alliance for Nonprofit Management)  
[www.arnova.org](http://www.arnova.org) (Assoc. for Research on Nonprofit Organizations and Voluntary Action)  
[www.IndependentSector.org](http://www.IndependentSector.org) (Independent Sector)  
[www.uwex.edu/li](http://www.uwex.edu/li) (The Learning Institute for Nonprofit Organizations)  
[www.ncnb.org](http://www.ncnb.org) (The National Center for Nonprofit Boards)  
[www.pfdf.org](http://www.pfdf.org) (The Peter F. Drucker Foundation for Nonprofit Management)  
[www.danenet.org/snpo](http://www.danenet.org/snpo) (The Society for Nonprofit Organizations)

## **Technology/Telecommunications Web Sites**

[www.GSB.Columbia.edu/faculty/jcarey](http://www.GSB.Columbia.edu/faculty/jcarey) (a portal to new media information sources)  
[www.GLReach.com](http://www.GLReach.com) (Global Reach - International Web User Data)  
[www.MSNBC.Com](http://www.MSNBC.Com) (Commerce Section)  
[www.NYTimes.Com](http://www.NYTimes.Com) (CyberTimes and Circuits Sections)  
[www.FirstMonday.dk/issues/index.html](http://www.FirstMonday.dk/issues/index.html) (New Media News)  
[www.Statmarket.Com](http://www.Statmarket.Com) (Web industry statistics)  
[www.NUA.ie/surveys/](http://www.NUA.ie/surveys/) (Web survey data)  
[www.Cableworld.Com](http://www.Cableworld.Com) (Cable World Magazine online)  
[www.TheStandard.Com](http://www.TheStandard.Com) (The Industry Standard Magazine online)

## **ATTACHMENT B – PROJECT PARTICIPANTS**

**Bornstein & Associates** (B&A) has been involved with human resource consulting, recruitment and training in higher education and in public broadcasting at the national, regional, state and local level for over 25 years. It has served more public broadcasting clients than any other independent consulting organization. It has led Chief Executive Officer searches for: America's Public Television Stations (APTS), the National Educational Telecommunications Association (NETA), the Oklahoma Educational Telecommunications Authority, Penn State University, Prairie Public Broadcasting; the Satellite Educational Resources Consortium (SERC), the University of Chicago Benton Broadcast Project, and many individual stations. These searches and B&A's associated internal and external "environmental scans" have provided the firm with useful insights into personal and professional characteristics desired by licensees in the recruiting, interviewing and hiring of chief executive officers.

*Ronald C. Bornstein*, B&A senior partner, is a veteran professional who has served in key leadership positions in public broadcasting and higher education for over 35 years. In 1994, he relocated his management consulting and executive recruitment practice to Tucson, Arizona after retiring from the University of Wisconsin System, where he worked for 27 years in various capacities as Director of the Telecommunications Division and General Manager of WHA Radio and Television, Vice President for University Relations, and as the University's Senior Vice President for Administration, Executive Vice President, and Chief Operating Officer. He was also a Professor of Communication Arts for the University of Wisconsin-Madison, where his specialty was public broadcasting history, policy and programming. On leaves of absence from the University, he twice served in Washington, as Vice President for Telecommunications for the Corporation for Public Broadcasting in 1980-81 and as Acting President of National Public Radio in 1983. In addition to his consulting and executive recruitment practice, he currently serves as Executive Director of the Pacific Mountain Network.

*Larry Dickerson*, B&A Associate, has over 30 years of experience in radio and television production, programming and management. In July 2000 he retired as the Director of Communications for the University of Wisconsin-Extension, to spend more time consulting and pursuing other professional interests. He also served as the Deputy Director of the Wisconsin Educational Communications Board for 10 years during which time he specialized in new and emerging telecommunications technologies and their uses in distance education. He has served as the project manager for the planning and development of a wide variety of educational telecommunications projects, and chaired the project team overseeing the development of a state-of-the-art distance education center on the University of Wisconsin-Madison campus. He has consulted with numerous organizations in the areas of management, executive recruitment, strategic and long range planning, group process and decision-making, and educational telecommunications applications.

**Real World Research** (RWR) provides a full range of social science research design and interpretation services. Its mission is to help its clients find the best practical answers in a no-nonsense, easily understood way. The company brings together nearly 30 years of combined research methodology and design experience to help its clients find the best

method of collecting data, designing quality research programs and questions, and providing careful and thoughtful interpretation of the data. Two survey professionals with an established history of working together provide the core of RWR's consultation services: Linda J. Penaloza, and Bennett Emerson Kadel.

*Linda J. Penaloza* has worked in survey research since 1981. She was the Associate Director of the Wisconsin Survey Research Laboratory (WSRL), part of the University of Wisconsin - Extension, for seven years, and was promoted to Director in 1999. She has experience with all methodologies used in social science research, and can help clients understand and select the appropriate method or methods needed to reach their research goals. She is a skilled focus group moderator and has conducted many training sessions in focus group interviewing skills.

*Bennett Emerson Kadel* has worked in survey research since 1992. He has been actively involved in all phases of the research work, from interviewing to design to data analysis and interpretation. He worked as an associate researcher at WSRL writing extensive data analysis reports and was promoted to Associate Director of WSRL in 1999. He has conducted many survey research workshops and has presented research findings at AAPOR and the American Sociological Association conferences. He has worked on email and web-based surveys, telephone interviews, mail surveys, focus groups, and secondary data analysis. He worked as an urban planner before coming to survey research, bringing with him extensive knowledge of local government issues. Ben also teaches courses in social psychology, social problems, and research methods at the university level.

*Dr. John Carey* is one of the nation's foremost communications researchers, specializing in new technology analysis and business development. Dr. Carey has extensive experience working with public sector groups such as the Annenberg/Corporation for Public Broadcasting Project, the Carnegie Foundation, the Freedom Forum Media Studies Center, the Markle Foundation, Consumers Union, the Association of Public Television Stations, the City and State of New York, and the Corporation for Public Broadcasting. He also has extensive experience consulting with numerous private sector clients. Including AT&T, American Express, Bell Atlantic, General Electric, Manufacturers Hanover Trust Company, NYNEX, Olympia & York, and Union Carbide.

*Katie Burnham* is co-founder, President and Chief Executive Officer of The Society for Nonprofit Organizations. The Society, a 501 (c) 3 nonprofit organization was founded in 1983. The mission of the Society is to promote a vigorous nonprofit sector through education, collaboration and research in order to advance healthy and participatory communities. The Society publishes the bimonthly management and leadership journal *Nonprofit World* and the monthly newsletter *Nonprofit World Funding Alert*. Ms. Burnham has been named twice by *The Nonprofit Times* as one of the 50 most influential people in the nonprofit sector, and in 1999 she was honored by the United States Distance Learning Association with the "Most Outstanding Achievement by an Individual in Lifelong Learning" award. In 1996, she assisted in the creation of the Learning Institute for Nonprofit Organizations in cooperation with the University of Wisconsin-Extension, which offers the first nationally available Certificate in Nonprofit Leadership and Management.