Process Comparative Analysis Project

Team 1

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Search Conference

Problem: Customer Satisfaction

Driving Forces	Status Quo Line	Restraining Forces
Exceeding visitor expectations		Unsustainable spending
Achieving our Mission		Dumbing down content
Attract more visitors		Money to Market the Museum

Problem: Sustainability

Driving Forces	Status Quo Line	Restraining Forces
Entrusted to last forever		No risk, no creativity
Demanded by donors		Never enough staff
Reflect culture's ideals		Bleeding Money for Marketing

Problem: Donor Satisfaction

Driving Forces	Status Quo Line	Restraining Forces
Vital source of revenue	→	← Donor conditions may be onerous
Access to important materials	→	← Expensive to cultivate donors, time and $
Needed to grow the collection	→	← Timing of Donations Unpredictable

Problem: Reputation

Driving Forces	Status Quo Line	Restraining Forces
Attracts more visitors		Information management difficult to fund
Attracts donors		The burden of perpetual care of materials
Reflects intellectual creditability		Figuring out what is significant and keep it

Problem: Risk Taking

Driving Forces	Status Quo Line	Restraining Forces
Attracts new audiences		Risk financial losses
Encourages repeat visitation		Offensive to some audiences
May advance the museum field		Dimish Museum's reputation

Scenario Planning

System to explore: Post-graduate Futures

Current Trends: Increase in pay; increase in marketability; increased whole systems influence on culture

Driving Force: Economy (globalization, off-shoring, etc.); social systems; politics

Probable Scenario: In 25 years, collectively we have achieved better economic situations and have more respective influences on social cultures.

Improbable future: In 25 years, world-systems collapses/stagnates; rendering the graduate degrees collectively and individually meaningless.

Metaphor: Improved economic situations become meaningless due to the collapsed/stagnated world-systems.

Paradox: The more we achieve, the less it means

Plausible Scenarios to Validate Metaphor

1. As post-graduate systems thinkers we collectively develop a system of exchange, goods and services, which decreases the global deficit.

2. Post-graduate WSD alum finds a way to control the global economy through collective consciousness manipulation.

3. Antioch alum develops a globally marketable, economically sound and environmentally supportive system of trade that freezes the world market trading system.

4. The more we achieve and learn in a higher educational setting, the less it means as globalization occurs and there is over-saturation of highly educated persons around the world.

5. The more we achieve and learn as post-graduates, the less it means in a global economy.

6. Post-graduate status is influential: Economic situations improve.

7. Post-graduate status is NOT influential: Economic situations collapse.

8. Post-graduate status is influential: Economic situations collapse.

9. Post-graduate status is NOT influential: Economic situations improve.

Plausible Narratives to Reconcile Paradox

Polarity:

In 25 years, our collective post-graduate status will be highly influential.

In 25 years, our collective post-graduate status will be meaningless.

Paradox:

The more we achieve post-graduation, the less it will all mean.

Post-graduate status is influential – Post-graduate status is NOT influential

Plausible Narratives:

Higher education has become the trend, leaving trade schools empty and industries without skilled labor; leading to the increased need to outsource skilled labor to other countries.

○

Increased competition in entrepreneurial endeavors by post-graduates decreases the grooming of skilled business leaders and destabilizes the US business futures; strengthening the global business futures.

○

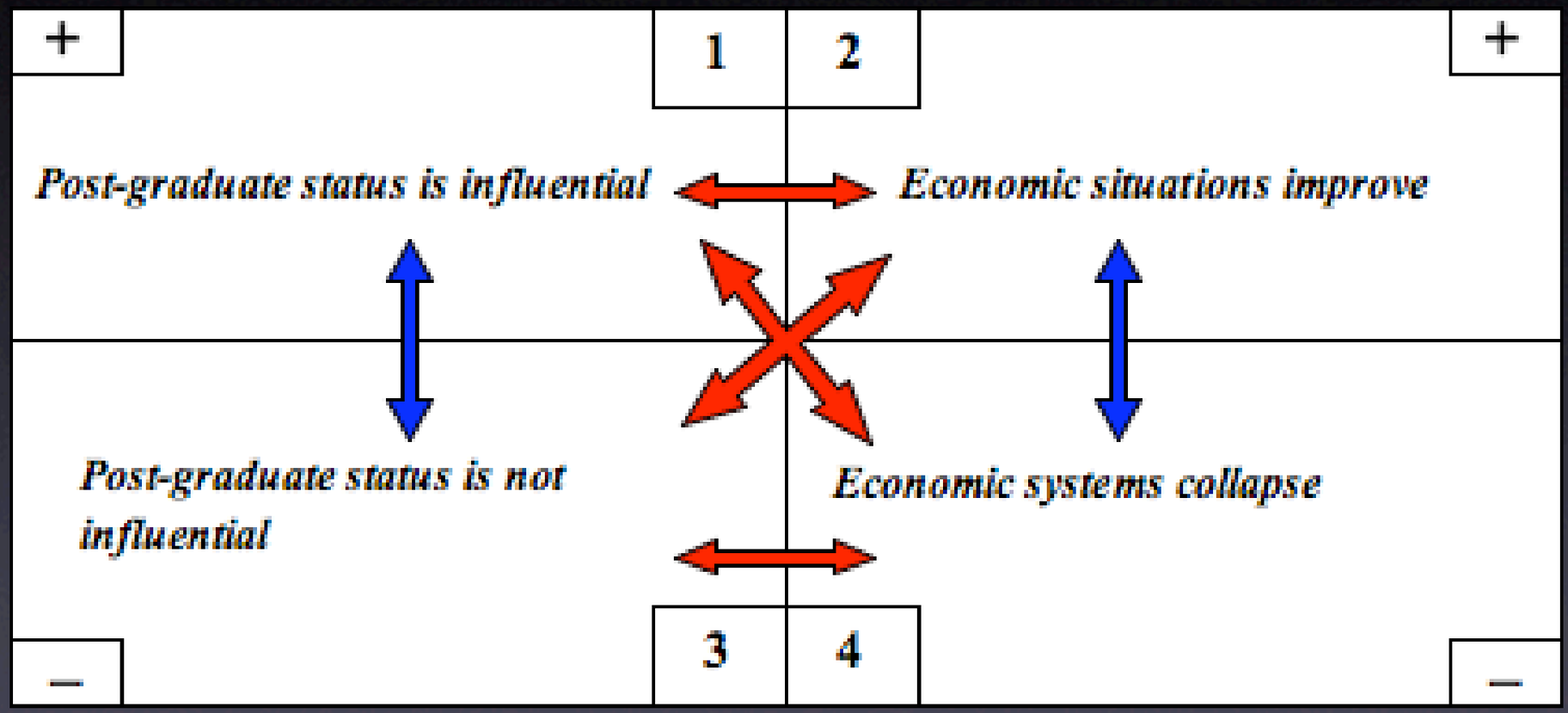
Stabilized global futures evens the playing field worldwide, taking away the need for competition; changing the social construct and changing the societal needs hierarchy.

○

After a significant world-system failure, the specific information we have retained from higher education is no longer applicable, but the need for creative thinking during a systemic crisis is increased. What we know is useless, but our abilities to think and organize become indispensable survival and reconstruction skills.

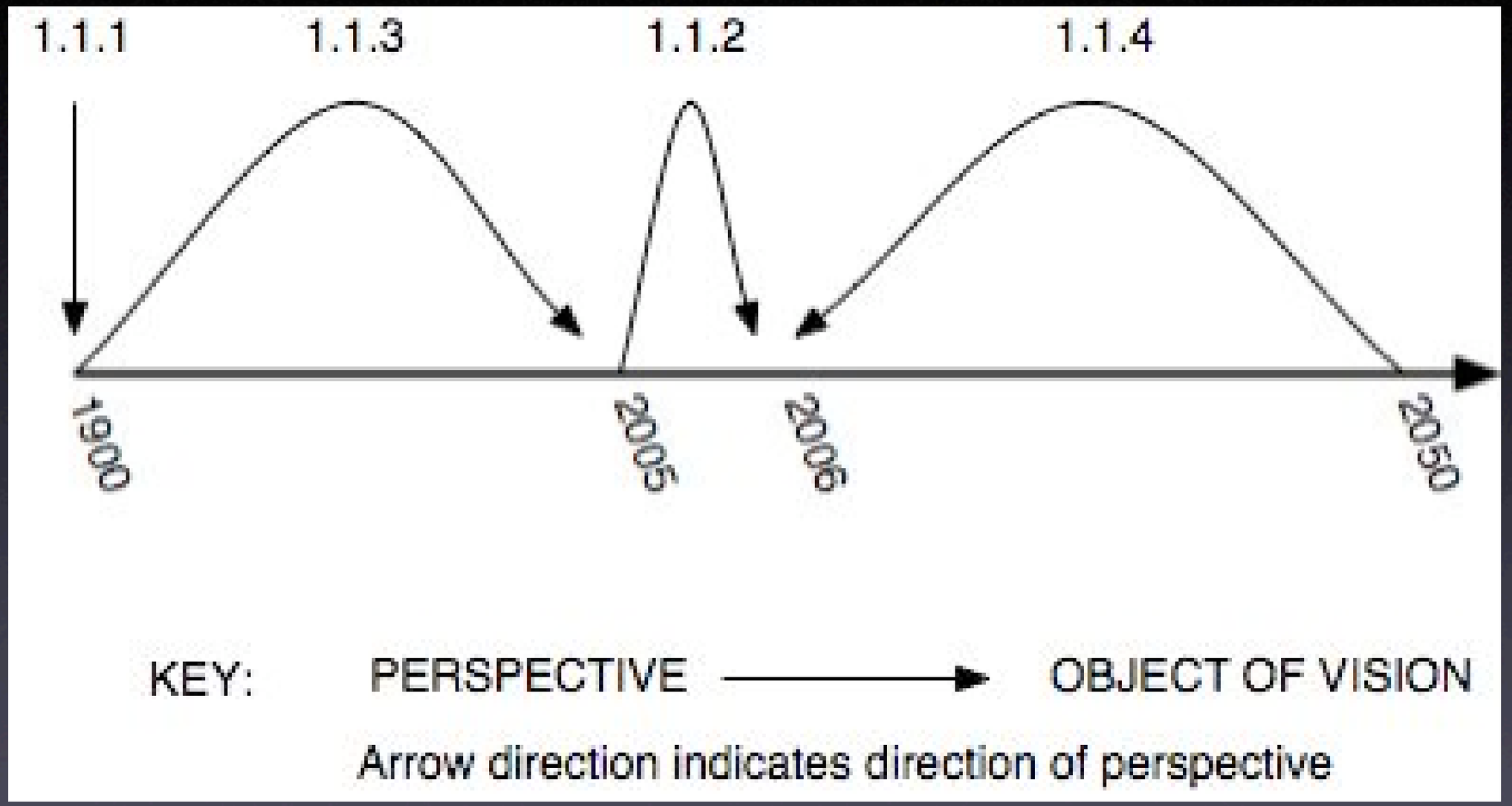
○

After a world-system failure, we are able to take a significant role in rebuilding the entire global society that would have been impossible if the collapse of the old world-system had not taken place.


+
1
2
+
Post-graduate status is influential
Economic situations improve
Post-graduate status is not influential
Economic systems collapse
3
4
–
–

Mapping the Emerging Future

1.1	individually visioning past & future
1.1.1	grounding in the state of healthcare in 1900
1.1.2	what is the near-term future of healthcare in 2006?
1.1.3	transported from 1900 to the present, what exists in present, undreamt of in 1900
1.1.4	transported from the present to 2050, what in the present objects and ideas are antiquated
1.2	share these visions online
1.3	reflect online, collectively on visions
2.1	individually determine trends from shared vision and reflection
2.2	share identified trends online
2.3	reflect online, collectively on trends
3	combine shared visions, trends based on group reflections as part 4.1 of the paper
4.1	individually reflect on the process and outcome
4.2	share these reflections online
4.3	combine these reflections as part 4.2 of the paper outline


1.1.1
1.1.3
1.1.2
1.1.4
1900
2005
2006
2050
KEY:
PERSPECTIVE
OBJECT OF VISION
Arrow direction indicates direction of perspective