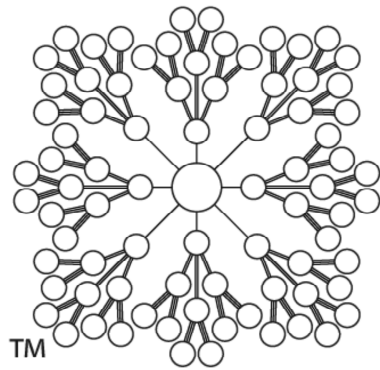


“What are the possible implications of a mandated Individual Career Plan of Study for all students in 8th grade and above?”

**A Strategic Exploration Exercise
utilizing**



Joel Barker's
**IMPLICATIONS
W H E E L[®]**

conducted by

**Dr. Michael Cook &
Dr. Steve Wyckoff**

ESSDACK

November 5th, 2008

Implications Wheel: *The Scouting Report*

November 5, 2008

To: Dr. Steve Abrams, Kansas Career Pipeline, Participants in the Scouting the Future Session

From: Dr. Michael Cook

The Scouting the Future session facilitated on November 5, 2008, by Dr. Michael Cook, Executive Director, of ESSDACK, was conducted as experiential learning demonstration of cascade thinking and to provide information for Dr. Steve Abrams, and the Kansas Career Pipeline for their use in planning and decision making.

The Scouting the Future session explored the impact of an issue important to furthering the Kansas State Board of Education's 9 initiatives passed on February 2008. To do so, the participants utilized the Implications Wheel® strategic exploration tool (www.implicationswheel.com), a computer enhanced tool developed by Joel Barker over the past 25 years. Organized in Arc™ teams, the participants generated eight Arcs by exploring 8 of the 18 first order implications or roughly 44% of the 1st order implications. The first order implications were identified and reviewed by Dr. Michael Cook, Dr. Steve Wyckoff, and Deb Haneke. An initial review of the 163 implications generated suggests it could be worthwhile to continue to explore this center.

Thirteen participants in the November 5, 2008, Scouting the Future session, included representatives from KSBE, KSDE, Kansas Career Pipeline, ESSDACK, local businesses and area school districts. Participants were divided into three teams of three and one team of four. Each team explored two Arcs.

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How to use this report

1. Use the Strategic Exploration Worksheet (page 3) to identify and develop decision strategies for addressing opportunities and threats. Note: Item 5 on the worksheet is intended for recording projected ROI information.
2. Familiarize yourself with the center (page 4) and first order implications (page 5).
3. Study the I-Wheel Arcs™ and Summary Wheels (pages 6-13) to identify and record new Opportunities and unanticipated consequences/Threats to address.

Resource:

The Appendix includes an example of software generated recording of Decision Strategies (page 16) and an example of a Strategic Exploration Worksheet (page 17).

Guidelines for studying the Scouting the Future Report

PRINTING AND VIEWING THIS REPORT

- This PDF document is set-up for color printing on 8 ½ x 11 paper in letter layout. Black and white or gray scale printing will also allow you to view I-Wheel documents.
- The individual I-Wheel Arcs™ are excellent for studying implications in detail.
- When printed on 8 ½ x 11 paper the full Implications Wheel and the Summary Wheels provide a broad view of patterns of desirable and undesirable implications and their likelihood.
- To read the specifics of the full Implications Wheel and Summary Wheels, print the page on the larger paper OR use the tools/zoom function PDF format.

Implications

- An Implication is a possibility that might occur as a direct result on the previous implication occurring. It is a valid implication if there is 1 in a million possibilities that an implication could occur as the result of the previous implication.
- The lines connecting implications have significance. Single lines connect the center to the first order implications. Double lines connect first order implications to second order implications. Triple lines second to third. Four lines connect third to forth. And so on...
- Each implication is numbered indicating its order and its sequence in the order. For example: 1.2.5: is the #5 third order implication of the #2 second order implication of the #1 first order implication. Look at one of the Arcs and locate one of the numbers. Follow the pattern as you look at the other implication identifying numbers.

Scoring

- Implications are scored from a specific Point of View which is indicated in the upper left hand corner of each page.
- Blue shaded implications indicate that the implications were considered Very Desirable or Extremely Desirable.
- A Blue circle around an implication indicates that it was considered Likely, Very Likely or Extremely Likely to happen if the previous implication occurred.
- Red shaded implications indicate that the implication was considered Very Undesirable or Extremely Undesirable.
- A Red circle around an implication indicates that it was considered Likely, Very Likely or Extremely Likely if the previous implication occurred.
- An implication with stars around it indicates the implication was thought to be Overwhelmingly Desirable (blue) or Catastrophically Undesirable (red).
- A minority report entered by an Arc member of a team during the scoring process is indicated by a shadow 'M' seen in the background of the color shaded implication. The description of the minority report is indicated at the bottom of the page. The M1 minority report indicates that a team member scored the implication differently than his/her team. For example, he/she agreed with their rating as perhaps undesirable, but differed with the team suggesting that it was not likely that the implication

would occur. It is possible, but not likely. Using a Minority report allows a team to move quickly without sorting out differing opinions when scoring.

Additional Software Features

Due to time, the exercise did not allow for the use of the ‘Decision Strategies’ features. These features include:

Time Diamonds: The estimated time that will lapse between the implication and the previous implication.

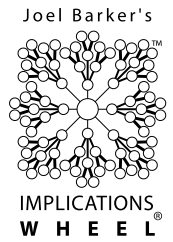
Bridges: Allows for the ‘building of Bridges’ between implications to create a greater chance that desired implications occur.

Barriers: Allows for the ‘building of Barriers’ to create a greater chance that undesirable implications do not occur.

Information Needs: Allows for the request for gathering further information about an implication to determine if it becomes part of the strategic direction.

Multiple Scoring Points of View: Allows the implications to be scored from multiple Points of View, then compared to identify conflicting scores, thus enabling leadership to recognize conflicts prior to execution.

Individualized Career Plans of Study
Center:



What are the possible implications of a mandated Individual Career Plan of Study for all students in 8th grade and above?

Details of the Center:

Every student must take a personal career interest inventory, such as the Kuder assessment, in grades 5, 7, 9, & 11.

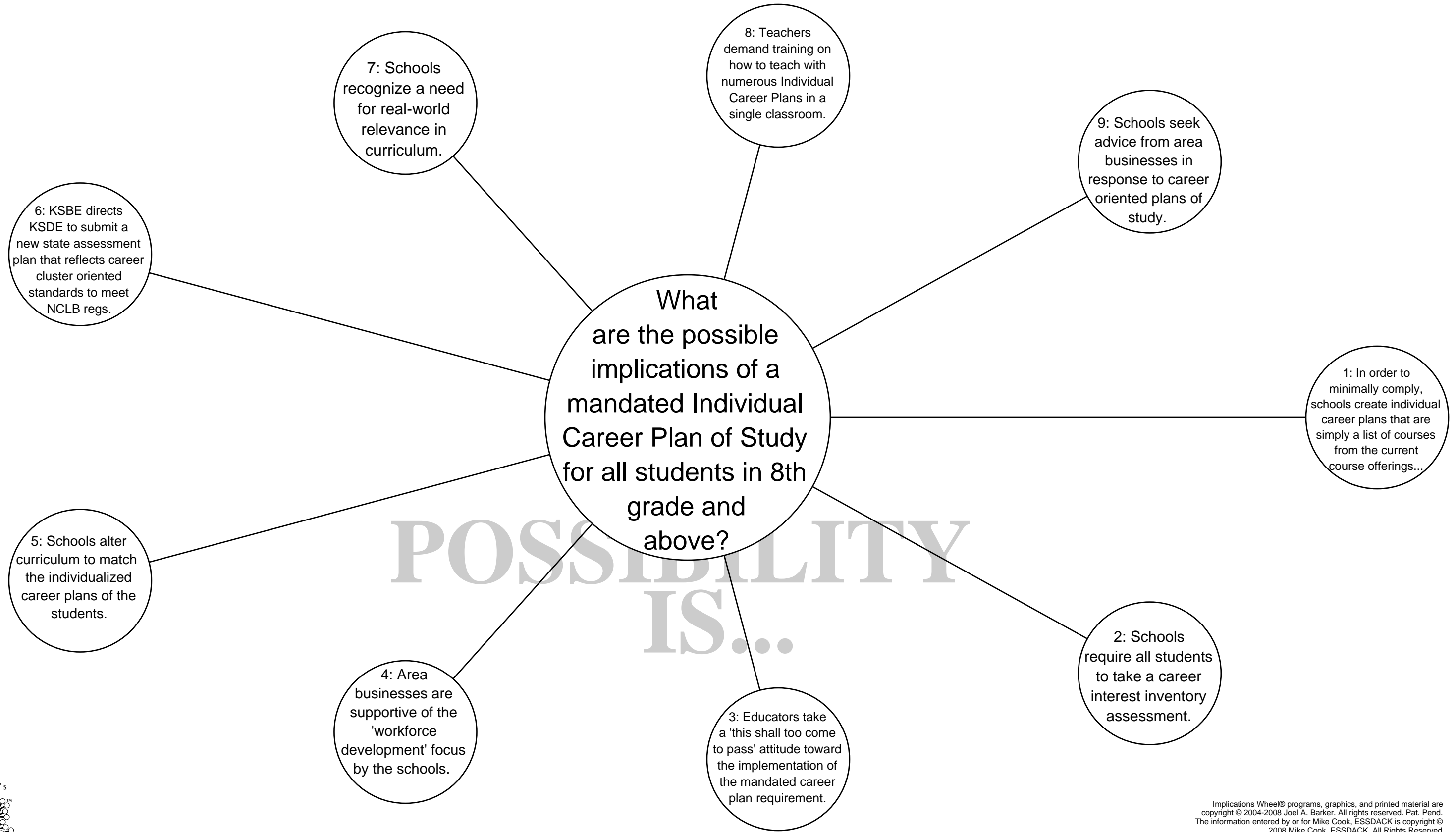
Evidence of Individual Career Plans of Study are established as part of the school accreditation process.

Every student is required to have an analysis of the results of the personal career interest inventory assessment with their parents/guardians and a school advisor.

Schools are mandated to establish Individual Career Plans of Study that are directly linked to the students' inventory assessment results.

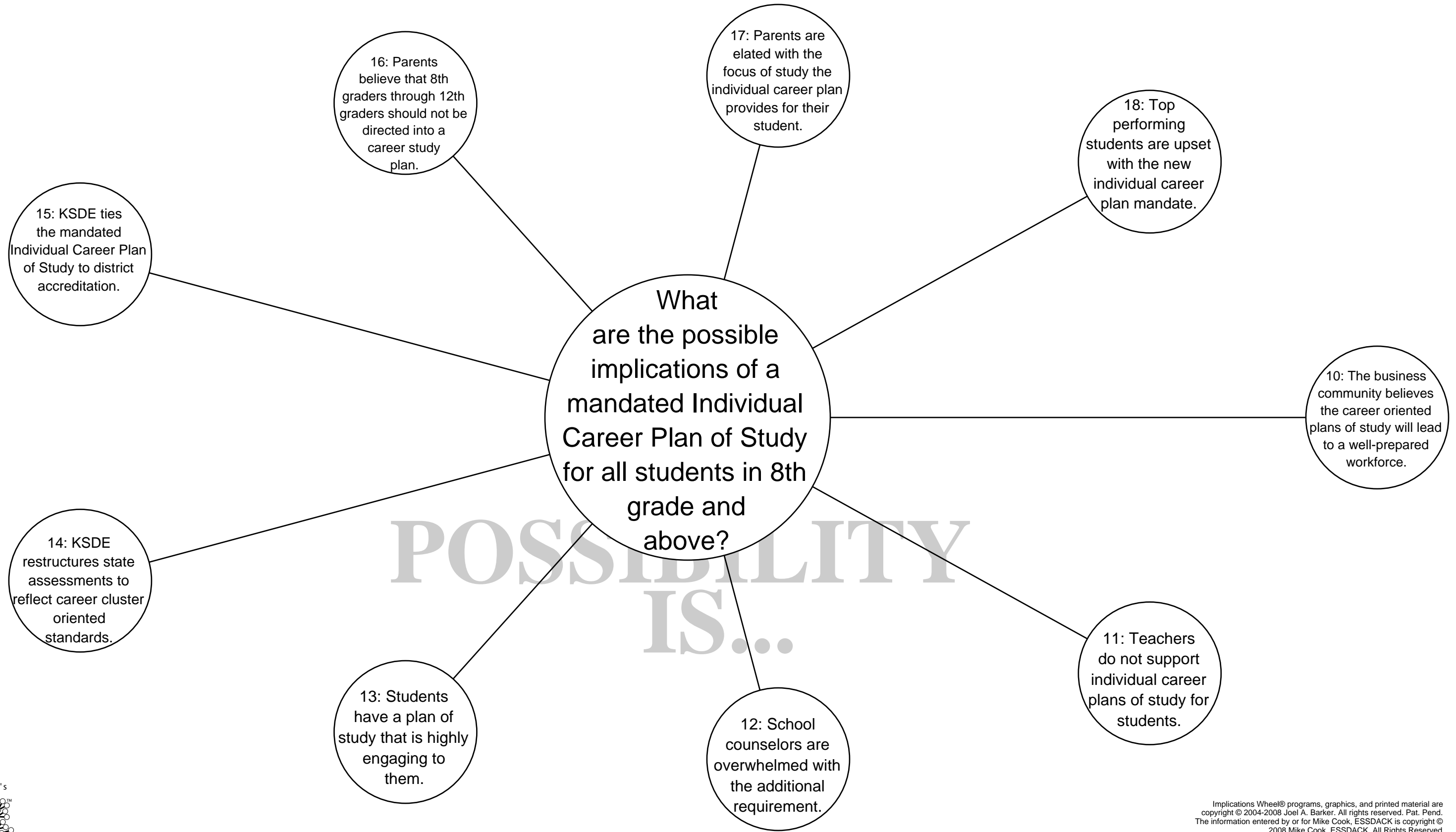
The Individual Career Plan of Study must be implemented with the 9th graders of 2009-10.

Individualized Career Plans of Study



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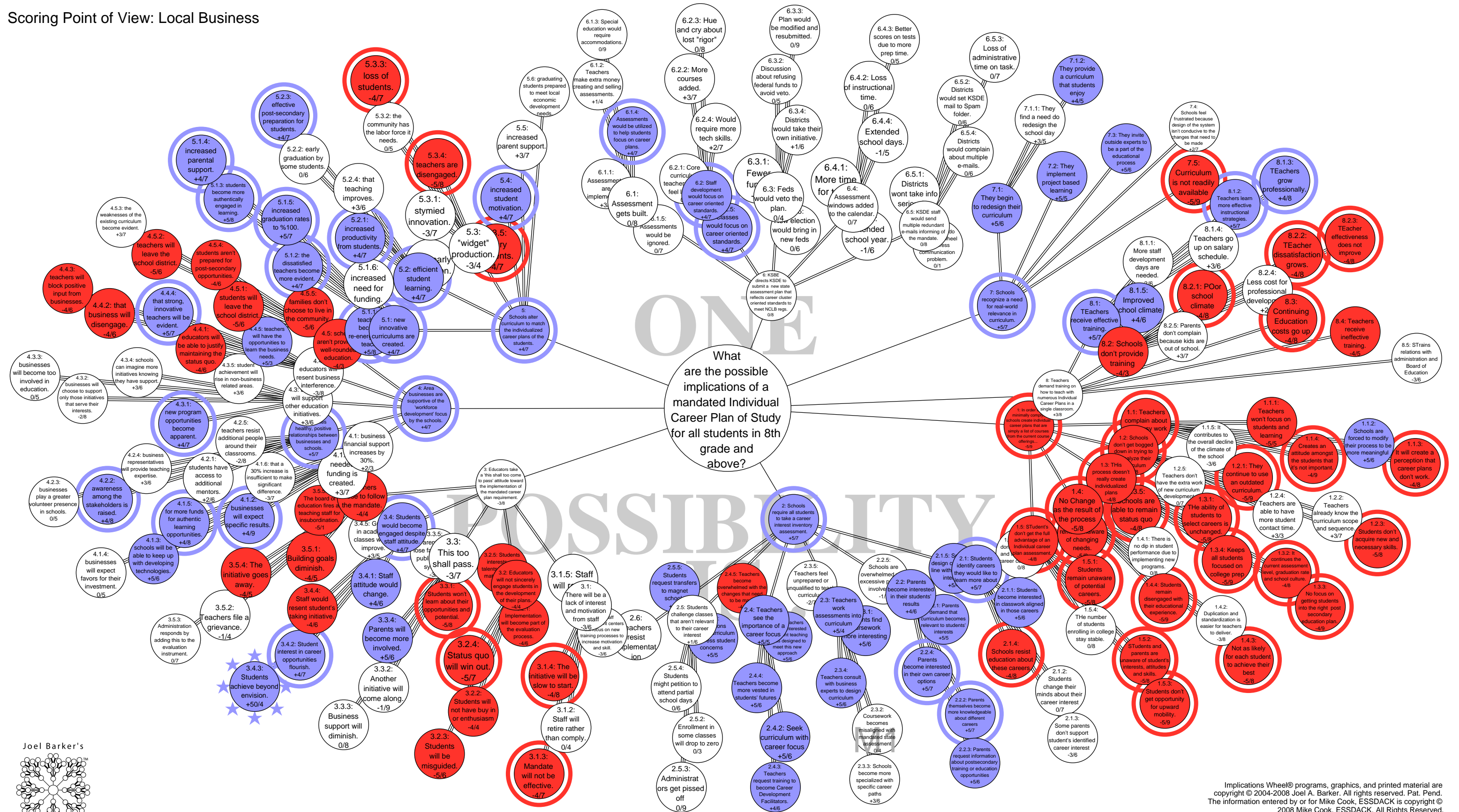
Individualized Career Plans of Study



POSSIBILITY IS...

Individualized Career Plans of Study

Scoring Point of View: Local Business

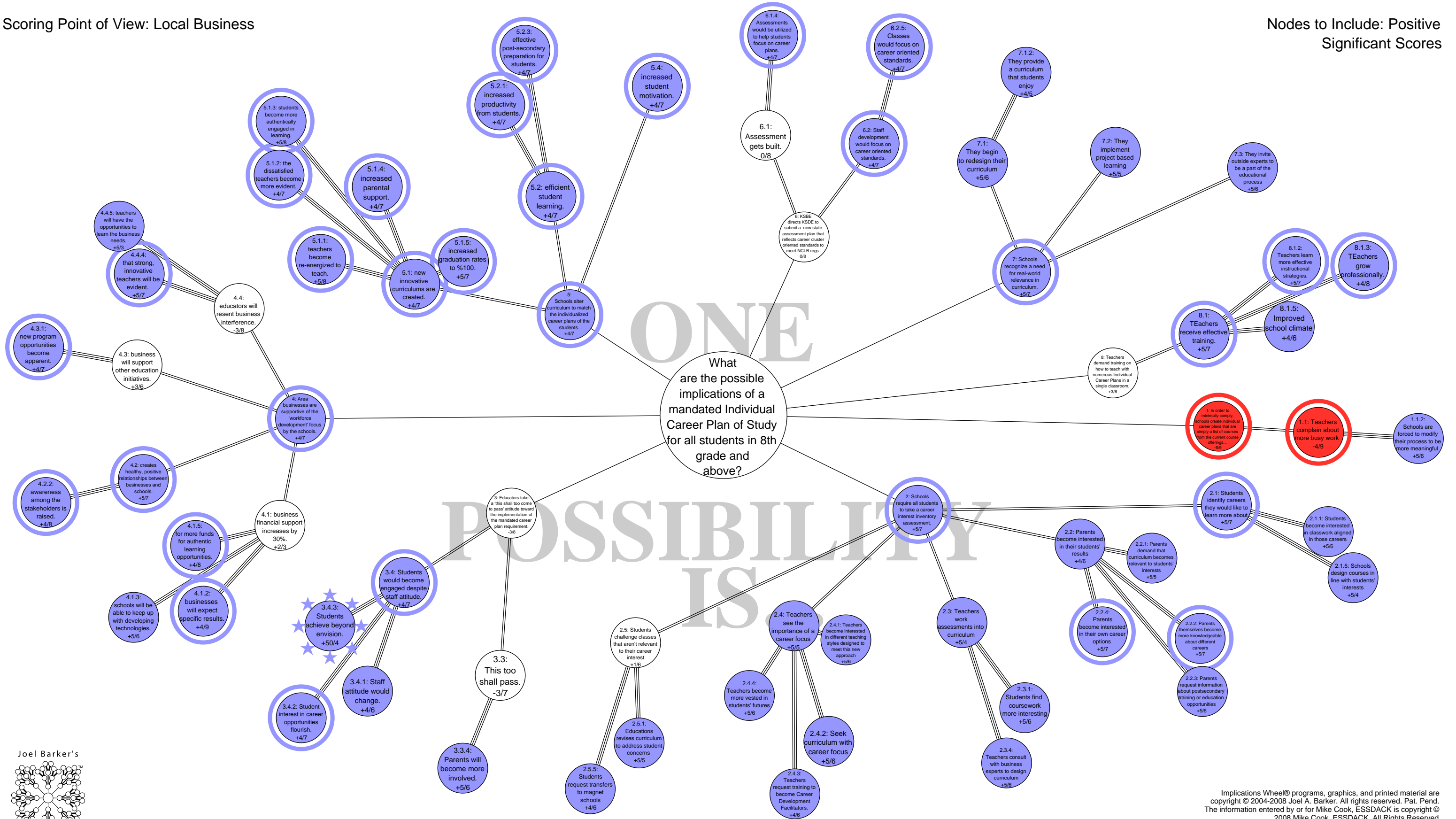


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Individualized Career Plans of Study

Scoring Point of View: Local Business

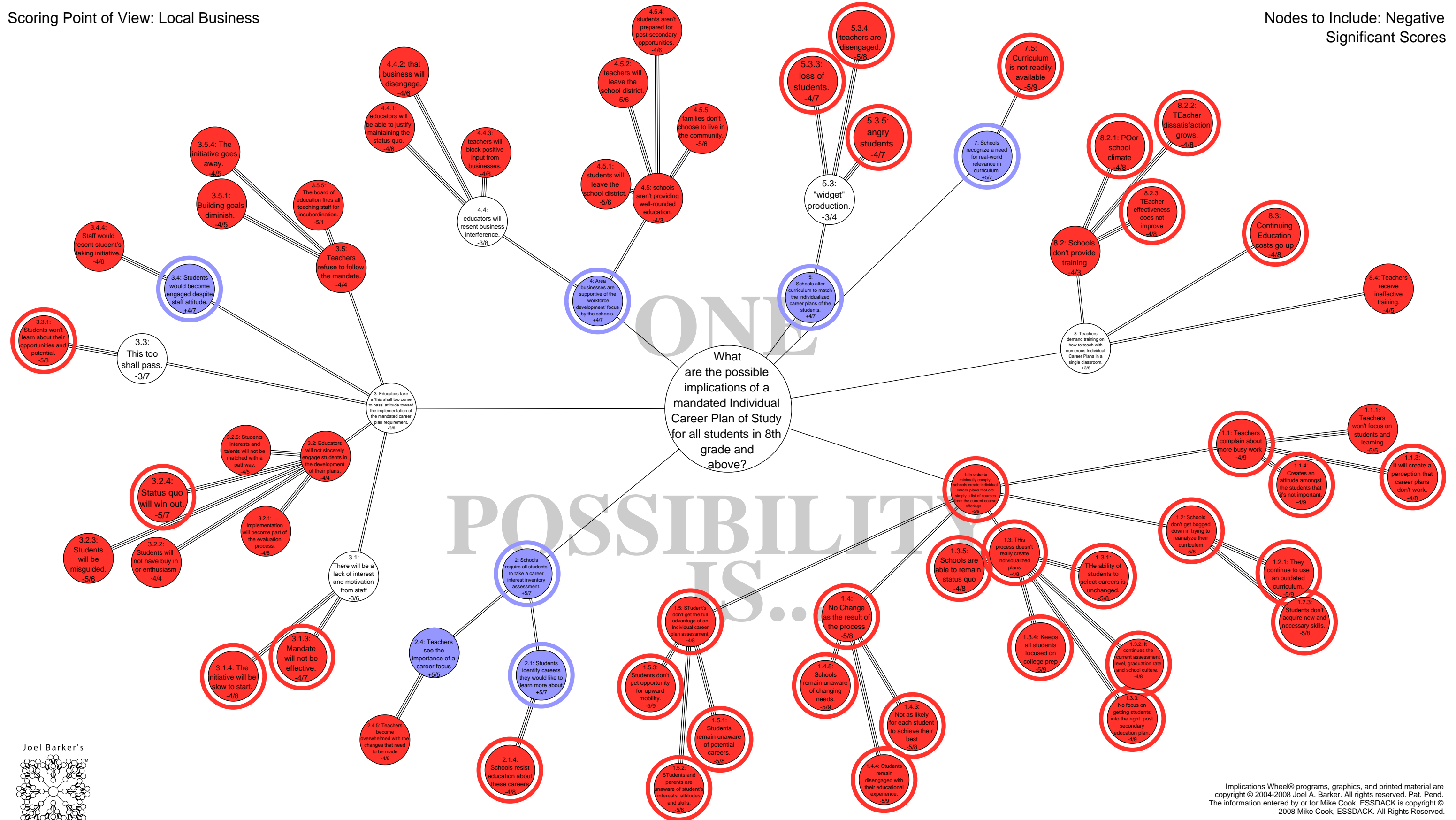
Nodes to Include: Positive Significant Scores



Individualized Career Plans of Study

Scoring Point of View: Local Business

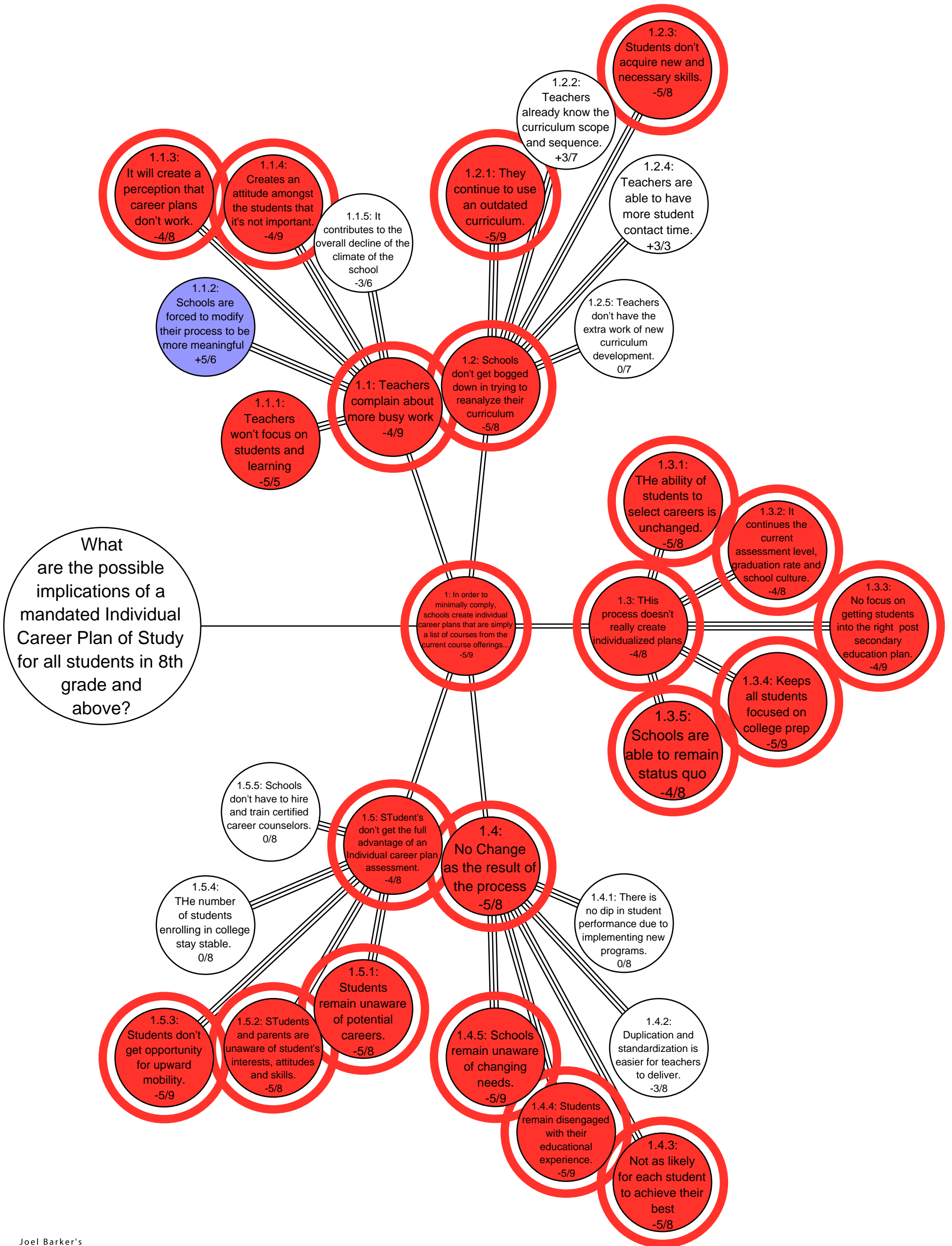
Nodes to Include: Negative Significant Scores



Individualized Career Plans of Study

Scoring Point of View: Local Business

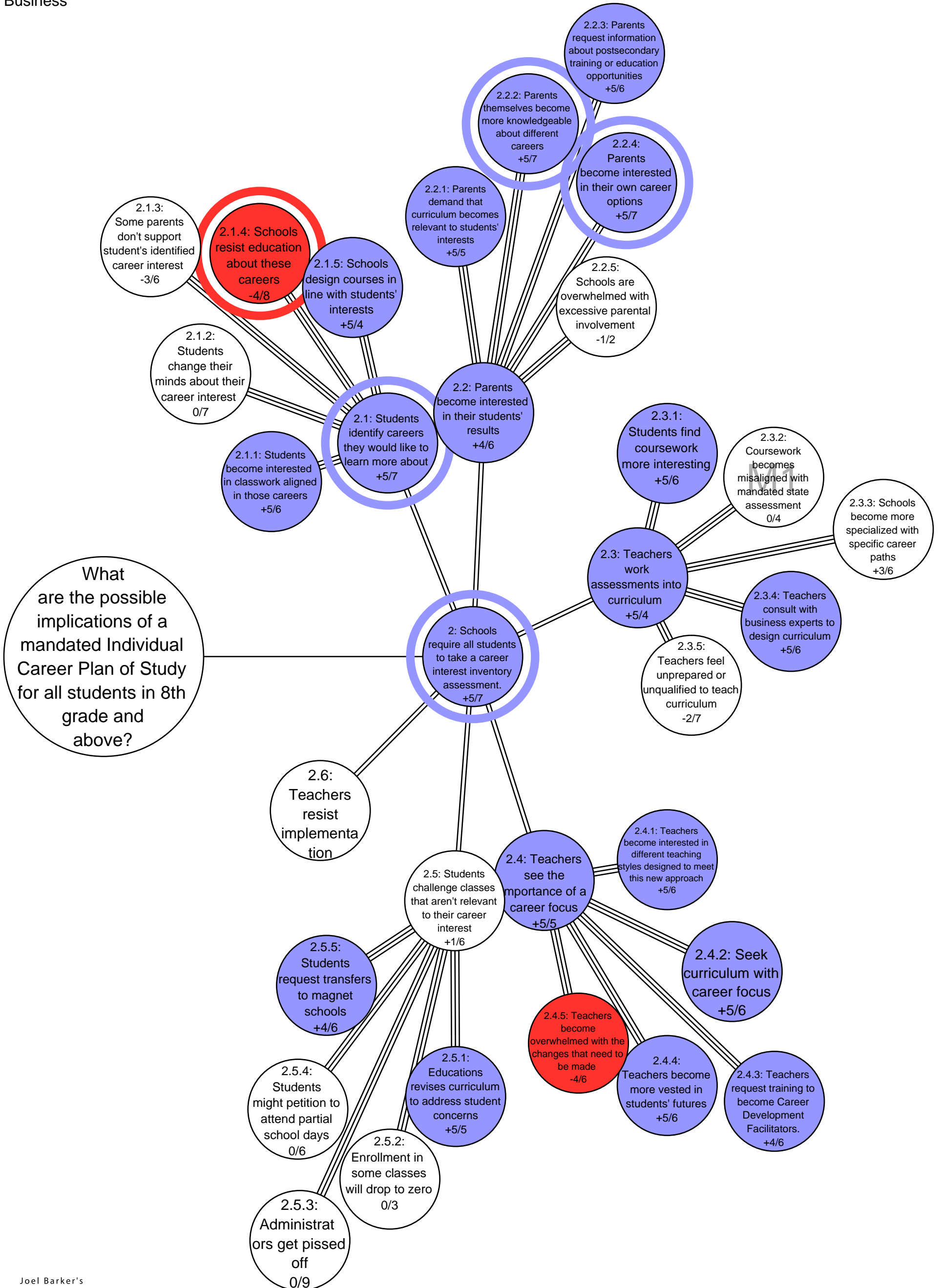
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Individualized Career Plans of Study

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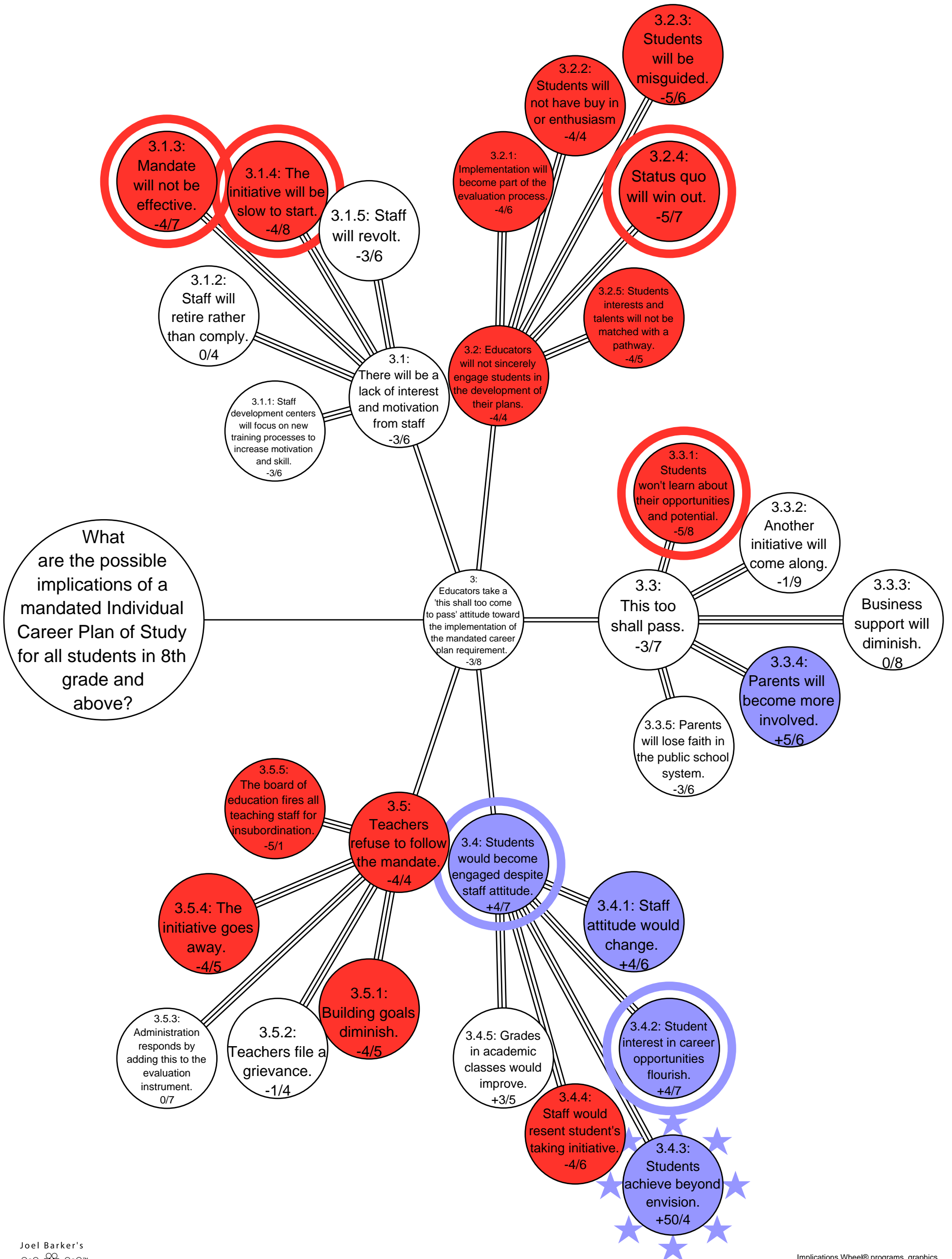
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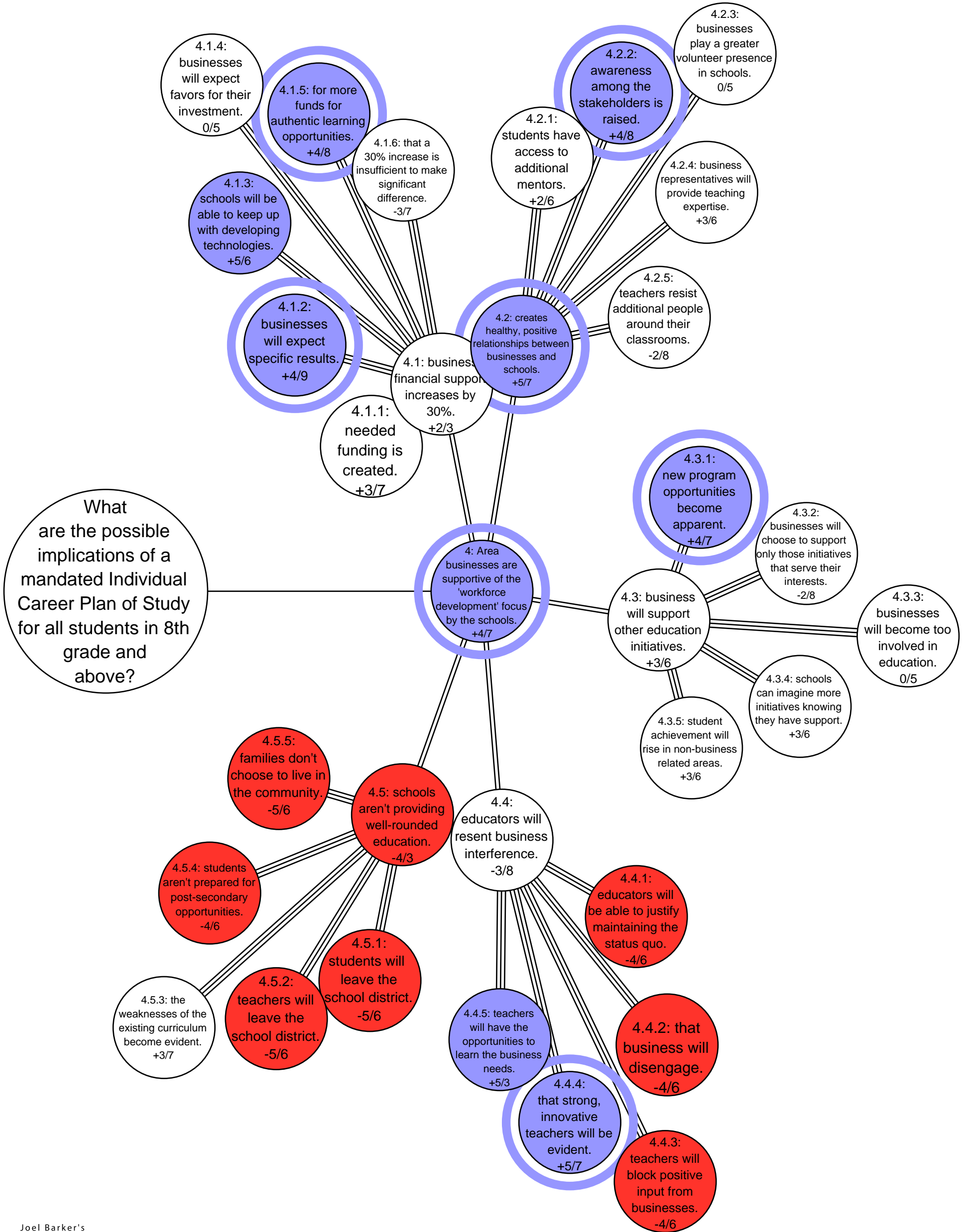
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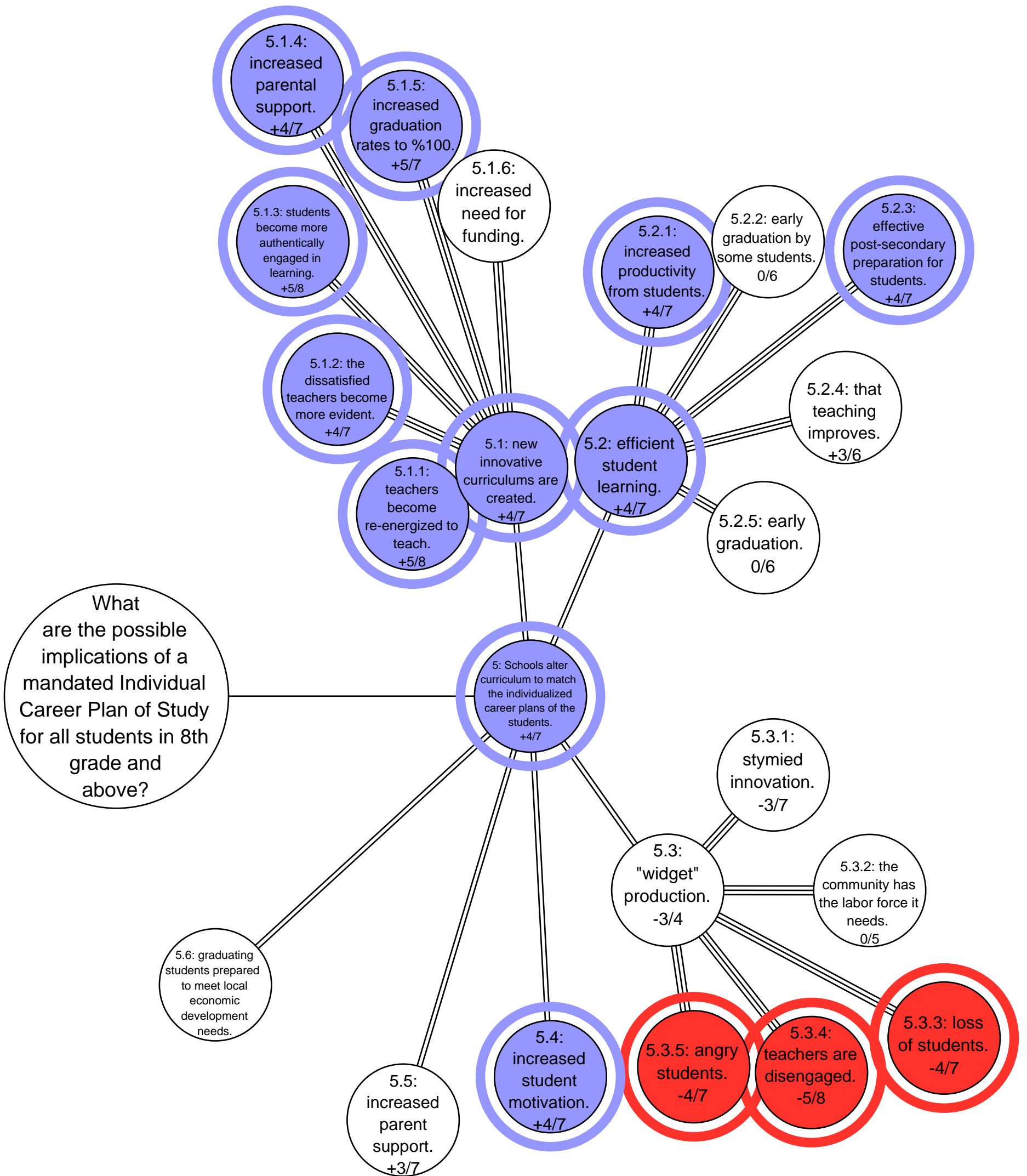
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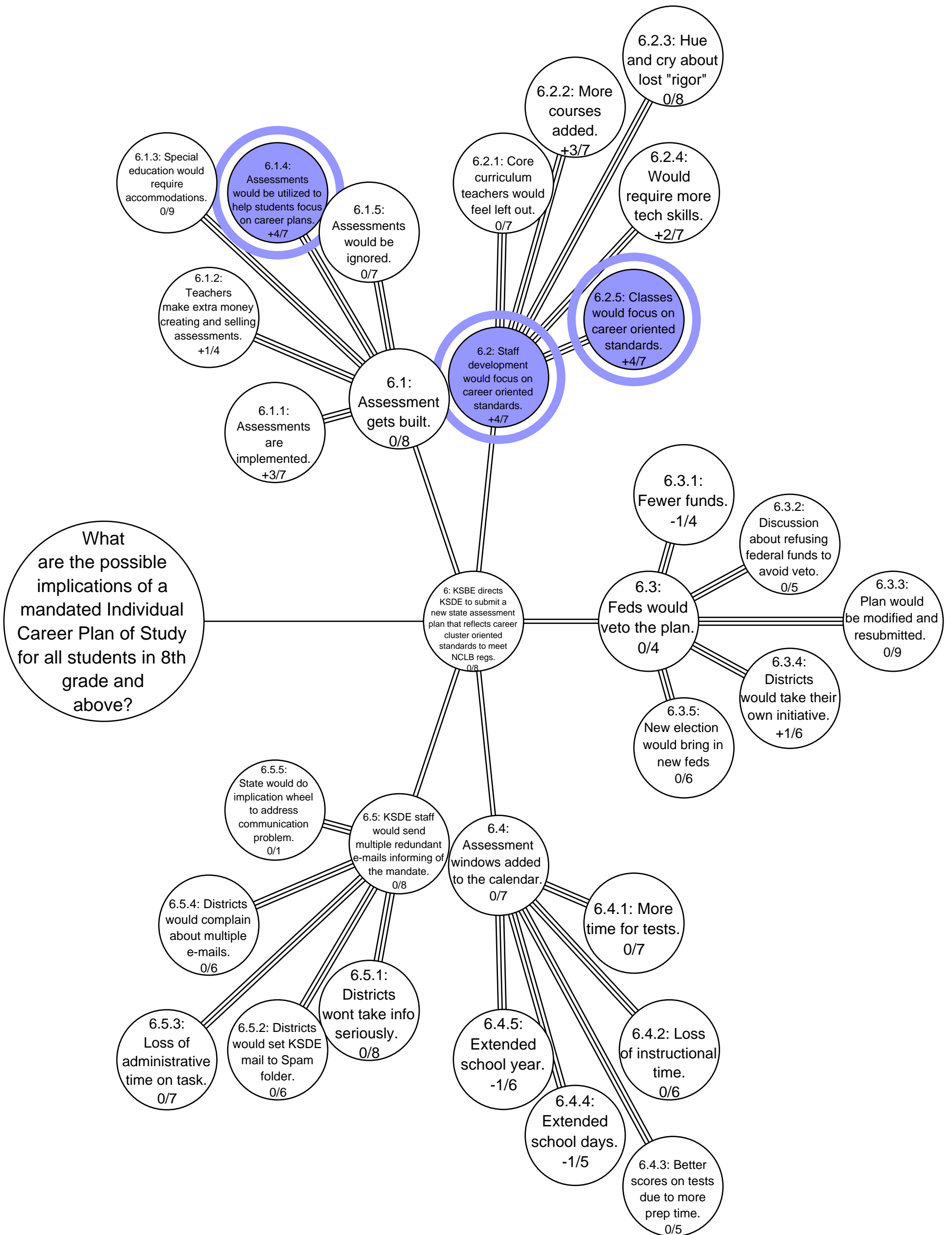
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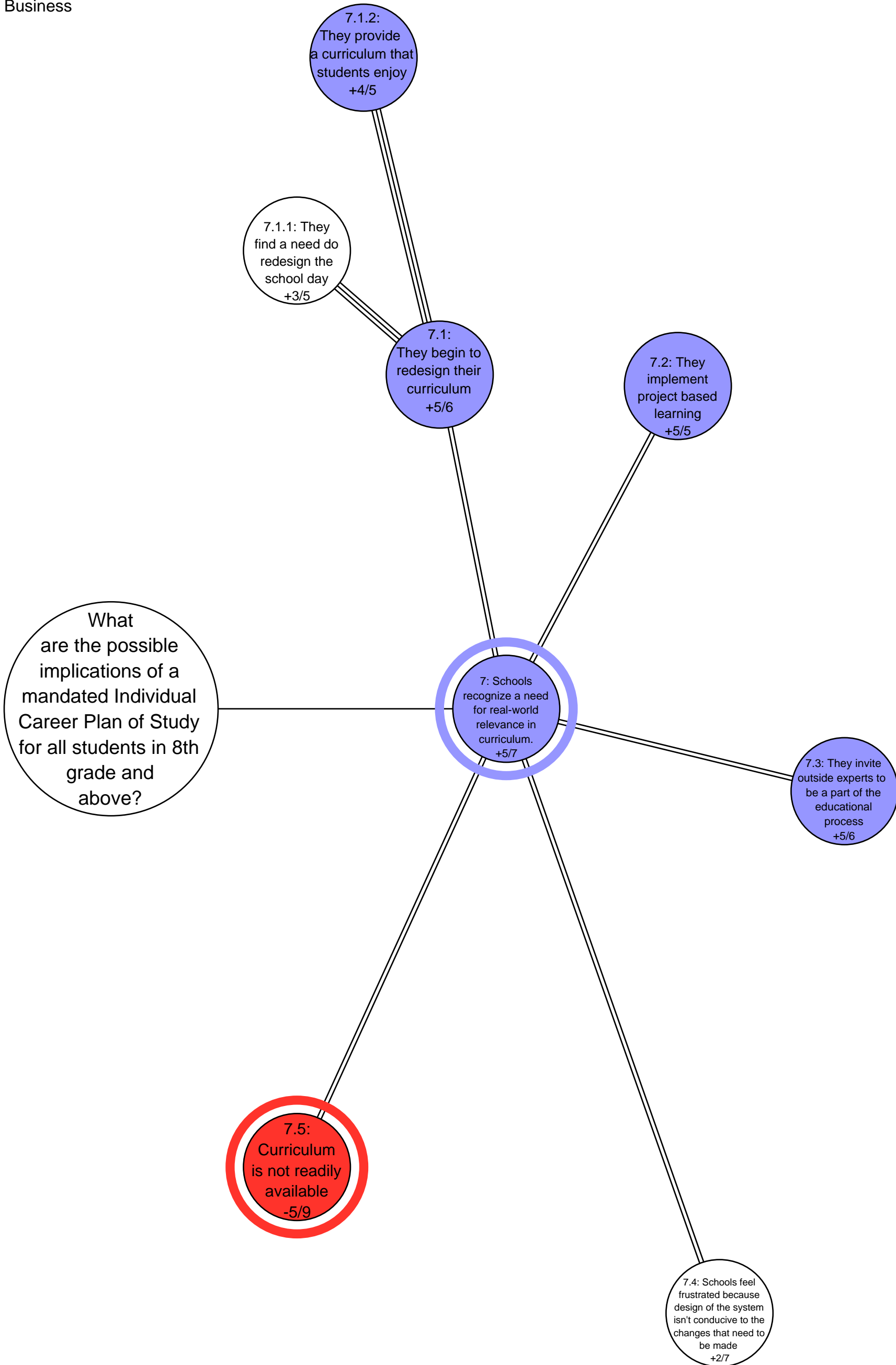
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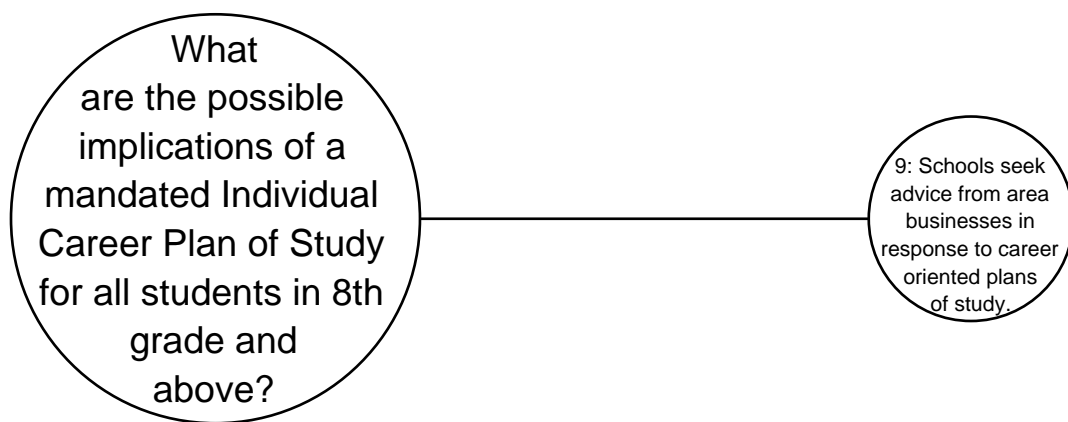
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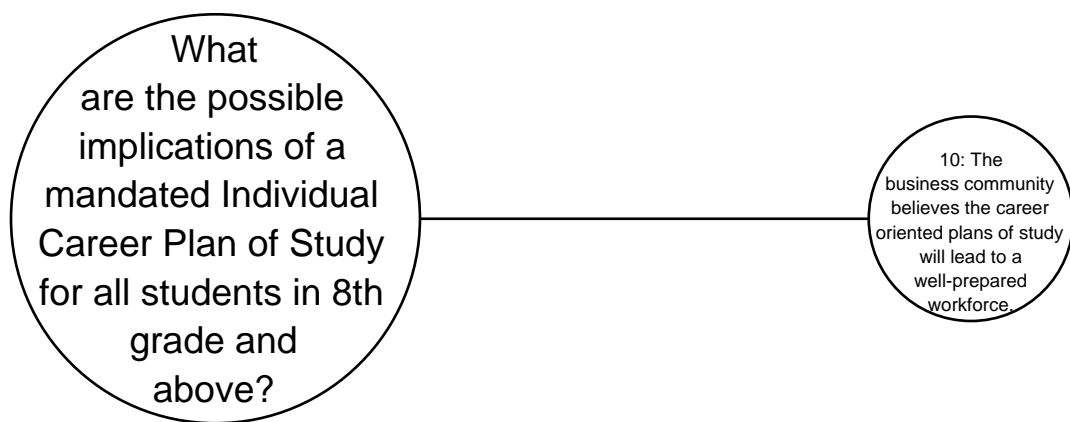
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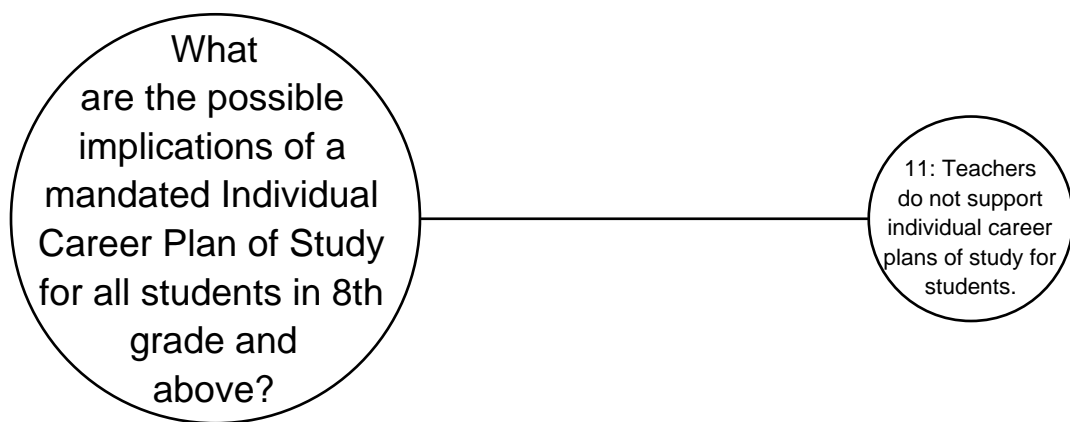
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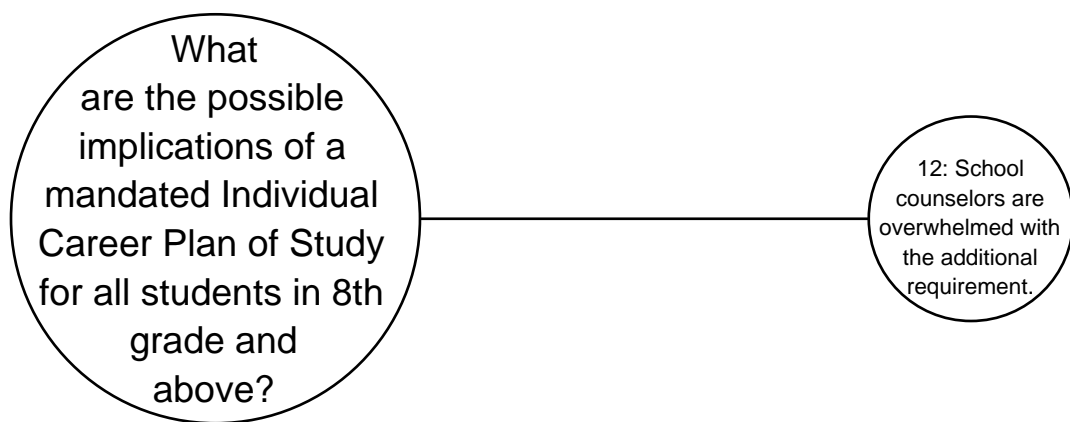
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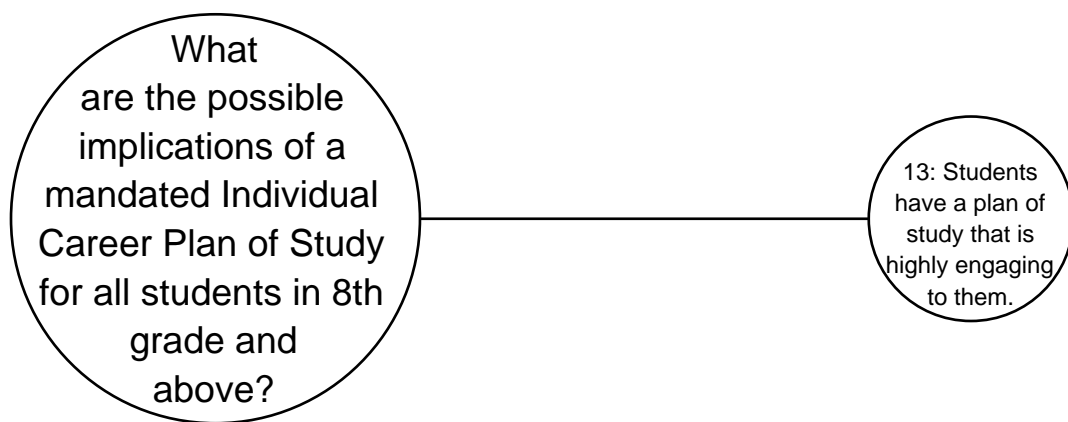
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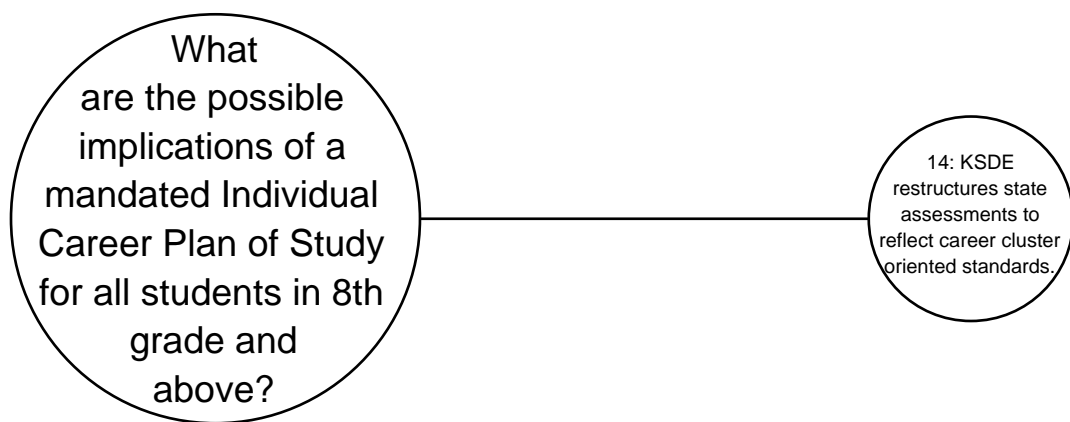
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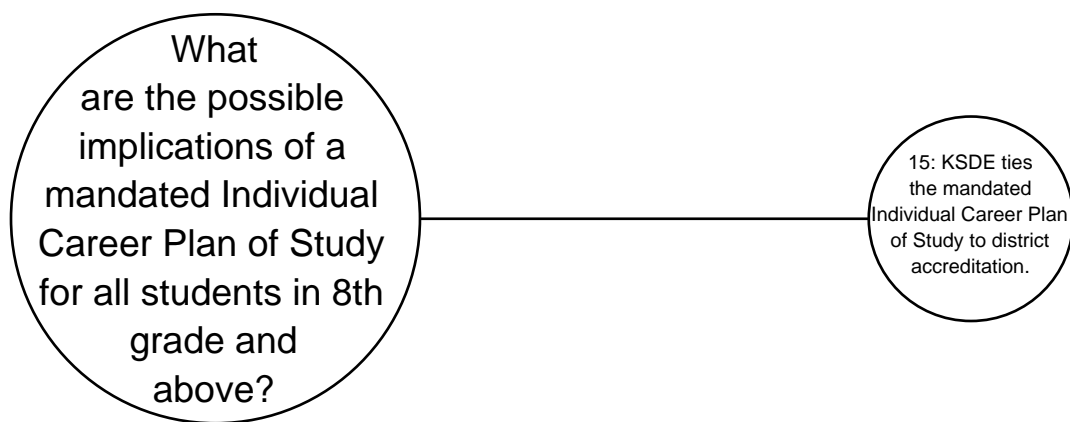
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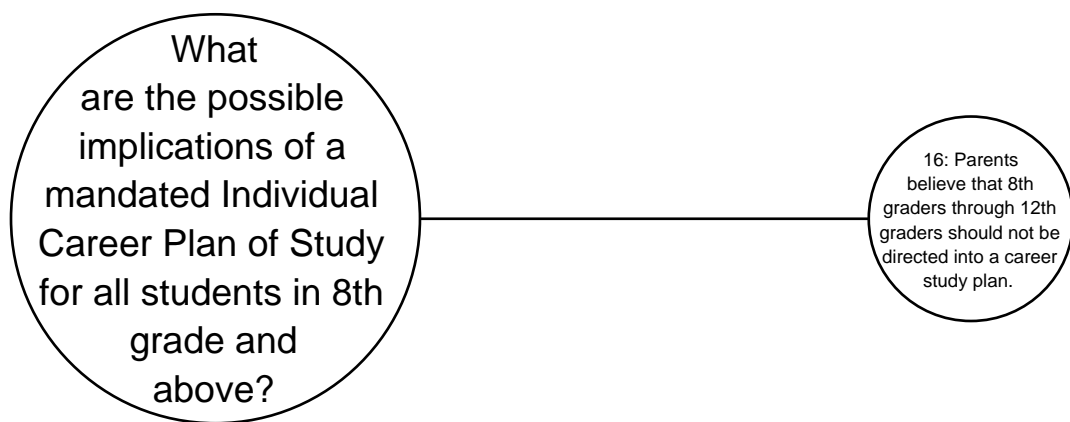
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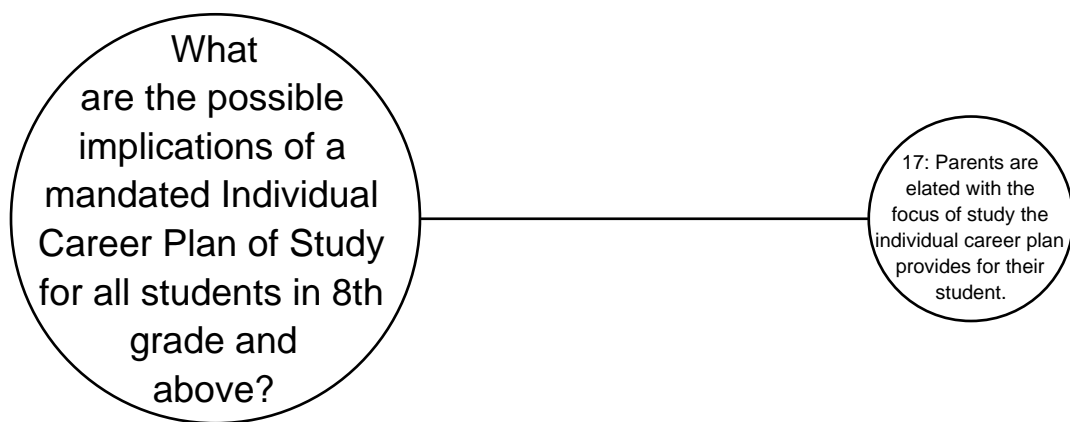
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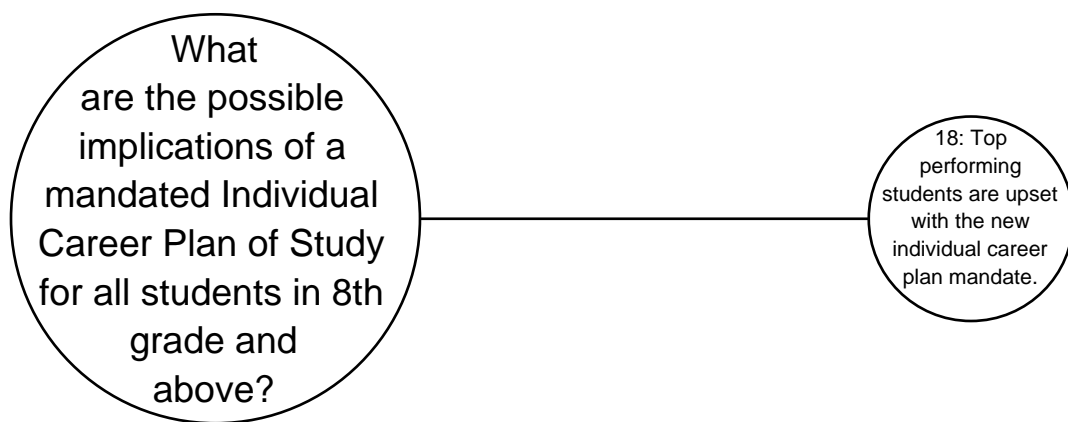
ONE POSSIBILITY IS...



Individualized Career Plans of Study

Scoring Point of View: Local
Business

ONE POSSIBILITY IS...



Summary

The 163 possible implications generated around from the question “*What are the possible implications of a mandated Individual Career Plan of Study for all students in 8th grade and above?*” provides a glimpse of both the potential positive and negative impact of such a mandate.

Major themes in the exploration were apathy from the schools to implement the mandate, curriculum re-design to meet the mandate, student engagement in career oriented courses, parental and business support of Individual Career Plans as it relates to life focus and economic benefits, and the development of career focused assessments. Each individual Arc™ merits in-depth discussion to further distill out the details of the themes.

Recommendation

- The strategic exploration of Individual Career Plans of Study be furthered by assembling diverse Arc teams to explore additional implications of the existing center question.
- Assemble a group to re-score the implications from multiple ‘Points of View’ to develop a sense of potential conflicts among the various stakeholders (include students).
- A leadership group should be assembled to review and study the existing and any new implications derived from further exploration.
- Should implementation be considered, utilize the ‘Decision Strategies’ features mentioned on page 4 to create a possible plan of action.

Conclusion

The strategic exploration of “*What are the possible implications of a mandated Individual Career Plan of Study for all students in 8th grade and above?*” to this point has generated a sampling of the possible implications of such a mandate for students. Both positive and negative implications exist. This exercise provided insights regarding the above question, but more importantly, provided a means of strategically exploring the intended and unintended consequences of a decision prior to implementation. Exploring the future continues...

While studying the Scouting Report, look for implications generated by the Arc teams that represent important opportunities, threats or a paradigm shift that would be of value to address.

1. List 3 implications representing Opportunities for positive outcomes if capitalized upon.
2. List 3 potential Threats to mitigate or prevent from occurring.
3. Check off the type of Decision Strategy, Bridge, Barrier or Information Need, you recommend.
4. Describe action to be taken for that Decision Strategy.
5. If the action is implemented, what is the expected measurable value of the Opportunity or measurable cost of the Threat?
6. What paradigm shift have you discovered, if any? In other words, if you see things in a new way as a result of studying the Implications Wheel® Scouting Report, record it as a Discovery?

1. OPPORTUNITIES Implication (number)	3. Decision Strategy	4. Action to be taken	5. Value of Opportunity	6. Discovery/Paradigm shift
#1.	<input type="checkbox"/> Bridge <input type="checkbox"/> Information Needed			
#2.	<input type="checkbox"/> Bridge <input type="checkbox"/> Information Needed			
#3.	<input type="checkbox"/> Bridge <input type="checkbox"/> Information Needed			
2. THREATS Implication (number)	3. Decision Strategy	4. Action to be taken	5. Cost of Threat	6. Discovery/Paradigm shift
#1.	<input type="checkbox"/> Barrier <input type="checkbox"/> Information Needed			
#2.	<input type="checkbox"/> Barrier <input type="checkbox"/> Information Needed			
#3.	<input type="checkbox"/> Barrier <input type="checkbox"/> Information Needed			