

# Preferred Futures Institute

CONCEPT BANK AND TOOLKITS FOR SHAPING THE  
FUTURE

IAG

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# **This is a supporting Concepts Bank & Toolkit to inform those who want to shape their own and other people's future and the future of our planet**

**It outlines how we can be more successful in this by:**

- Utilizing 21<sup>st</sup> century appropriate future-shaping mindsets and skill sets.**
- Understanding some important 21<sup>st</sup> century trends that will influence future outcomes, and**
- Collaborating with others to ensure success by getting to the future first and achieving win–win outcomes.**

# **Two of the most important things we do in life are :**

- **We seek to shape the future**
- **We initiate, nurture and where necessary ,amicably terminate, relationships. We need to be good at this to shape the future as well as we rarely shape the future alone**
- **Most of us never get the chance to formally learn either of these.**

# Four relevant mindsets for shaping the future 1

## The parent:

- My definition of a **parent** is one that works for a generation to create a successful adult. The parent-in-you is an intergenerational actor.
- Australian culture tends to give more consideration to intra- than to intergenerational thinking and justice. We need affirmative action to intergenerational thinking and justice
- Consider the politics of climate change in these terms. Are we sufficiently intergenerational in our thinking on this issue?

## Four relevant mindsets for shaping the future 2

### The legacy :

- My definition of a **worthwhile life** involves **leaving a legacy** to our children and grandchildren and their generation that is greater than the one we received from our parents.
- Many ageing people if most of them, and including many of the very rich, are concerned with leaving a legacy that is worthy of their best selves and they should be given the opportunity to leave the best legacy they can.

## Four relevant mindsets for shaping the future. 3.

### Imagination :

- **Imagination** is our key route to the **future** as **memory** is our key route the **past**.
- We cannot create a future that we do not first imagine.
- **21<sup>st</sup> century success will go to those who get to the future first** (Gary Hamel )
- **To get to the future first** one must be able to use imagination to shape the future.
- *You see things and you say why! I dream things that never were and I say why not ( G.B Shaw)*

## Four relevant mindsets for shaping the future. 4

### But imagination alone is not enough:

- Have you noticed that your best ideas about your work occur when you are not working?
- Therefore to create effective and marvelous ideas , insights and understanding that make a difference on the ground we should embed our **imagination** in **reflective space and time**.
- If you want to effectively shape the future - and who doesn't – you should both nurture imagination and treasure reflective space and time.
- You will then have many more *Aha* moments . These are the moments that make the real difference.

# **And to effectively shape the future**

- We also need to be able to understand where we are and the emerging trends and conditions operating in our decision-making world.**
- We can actually understand much of this emerging world and the unfolding futures that we will face.**
- Here are some concepts, banks, and toolkits to enable us to do this well.**

## **We shape the future through six processes:**

- **Leadership** :being a **purposeful future-maker.**
- **Management** :being a **resilient future-taker.**
- **Planning** : choosing ends & means to shape futures.
- **Design**: creating new forms and functions.
- **Innovation**: imagining and building new means to do old things better & new things first.
- **Learning** : increasing knowledge and capabilities & changing mindsets & beliefs to become more future effective.

This futurist in us is:

- ❖ **Part Prophet** – who asks *what will be the future?*
  - the **trend analyst** who responds to perceived trends.
  - the way of the **Manager** in each of us.
- ❖ **Part Visionary**- who asks *what should/could be the future?*
  - the **imager and pioneer of the future.**
  - the way of the **Leader** in each of us.

# Shaping the future : The Six Futures

- There are six different futures.
- Each of these is an answer to six questions we ask as we seek to shape the future.
- Some of these are based on **prophecy** (what will be the future , the realm of the manager in us) and some on **vision** (what should/could be the future, the realm of the leader in us)

# Six Questions and Six Futures

- What might occur in the future? **Plausible futures.**
- What will be our future with more of the same? **Probable Future**
- What will be our future if this particular situation arises? **Particular future**
- Now that circumstances have changed what will be our future? **Prospective future**
- What future do we wish to realize? **Preferred future**
- What future can we realistically realize? **Possible future**

# The Manager in each of us is:

❖ The change-taker

❖ The future-taker

❖ The path-taker

**Management excellence : the  
resilient future-taker**

# The Leader in each of us is:

- ❖ The change-maker
- ❖ The future-maker
- ❖ The path-maker

**Leadership excellence : the  
purposeful future-maker**

# Managers & Leaders

Manager	Leader
Responds to change: reactive	Creates & shapes change: proactive
Future-taker: path-taker: change-taker	Future-maker: path-maker: change-maker
Cautious about risk	Careful about risk
Does the thing right	Does the right thing
Guided by fate	Guided by destiny
Controls actions & events	Facilitates actions & events
Works in the organisation	Works on the organisation
Prophet	Visionary
Probable-futurist	Preferred-futurist
Problem-centred strategist	Mission-directed strategist

# The 6 Cs of the leaders heart :

## What the leader in us is:

- 1. Confident** having self belief but without hubris  
(Masculine, Animus, Yang)
- 2. Courageous**: going where others dare not,  
overcoming self interested opposition (Masculine,  
Animus, Yang)
- 3. Committed**: doing what must be done, being  
assertive not aggressive (Masculine, Animus, Yang)
- 4. Considerate**: listening and responding to the  
opinions and views of others (Feminine, Anima, Yin)
- 5. Courteous**: showing respect in conversation  
(Feminine, Anima, Yin)
- 6. Compassionate**: responding with empathy to  
victims/disadvantaged (Feminine, Anima, Yin)

# **We can shape our future by using.**

## **The 3 sights : Insight ,Foresight and Hindsight**

- **This can be used by individuals , organizations, communities, regions & nations.**

**It can be an essential toolkit for :**

- **Young people choosing life and career paths.**
- **Employees facing retrenchment.**
- **People disadvantaged or disabled by circumstance, illness or trauma.**
- **Refugees entering a new homeland.**
- **Prisoners planning their post prison life.**

# The three Sights: Insight , Foresight & Hindsight

## 1. Destiny dialogue (Insight). Dialogue to reveal one's destiny.

Destiny = aptitude + passion ( what one is good at + what one loves doing)

- *The secret to a successful life is to understand what is one's destiny to do and do it (Henry Ford)*
- *Define destiny with two words - adjective + noun : eg social entrepreneur, innovation broker.*

## 2. Destination dialogue (Foresight.) Dialogue to reveal emerging opportunities that best match ones' destiny.

Envisioning preferred future/possible future destinations.

## 3. Derivation dialogue (Hindsight). Dialogue to identify experiences from the past that will influence the present & future.

Understanding the contribution of the past & the present to the future.

- **Heritage:** What priceless elements in my past should I treasure and nurture?
- **Baggage:** What now unwanted elements from the past must we modify or eliminate so our past experiences do not undermine our future success ?

# Shaping the Future: Design and Planning

- **Design and planning are major toolkits for shaping the future.**
- **However those who are designers and planners must understand that the other four future shaping tools can affect the way we use design and planning to shape the future.**
- **It is most important to understand the difference between management influenced design and planning and leadership influenced design and planning.**

# Shaping the future: Innovation

How do we describe an innovation, product or service that does not exist but will exist in future?.

- ❖ *We can do this through the concept of **ways and wares**:*
- ❖ **Ways : innovations (social innovations)** in what we *do* in order to achieve an objective. Changes to behaviours, actions, strategies and cultures.
- ❖ **Wares : innovations (physical innovations)** in what we *use* in order to achieve an a objective. For example new designs, products, services and technologies

# An example:

- ❖ **A water conservation way** : shortening your shower from 6 to 3 minutes.
- ❖ **A water conservation ware**: a low volume shower head.
- ❖ Together they enable water conservation. Imagine other water conservation ways and wares.
- ❖ Likewise imagine Ways and Wares for water restoration, water protection and watershed management

**Understanding global trends and emerging conditions.** We can predict the emerging goods ,services and ethics of the next few decades. Most of these have yet to be invented.

We can do this by **evaluating** how **values** shift.

- ❖ **Values** determine what people **value** and find to be **valuable**.
- ❖ What people **value** and find to be **valuable**, they will seek **more of**.
- ❖ What they **want more of** will determine what they **seek in markets**.
- ❖ What **is sought in markets** will shape **emerging innovations, products, services and technologies** and our economic futures.

## Over the last 200 years we have shaped the future informed by changing global paradigms.

- From about 1800 until 1970 the world was dominated by the paradigm of **Modernism**. **Modernism** believed in 'progress': what was new was good simply because it was new. **Modernism** promoted disrespect for the old, the different, and nature. We should discard, alter or replace these with something that was newer ( more **modern**).
- By about 1970, we knew that the price of 'progress' was too high, as we disrespected & destroyed the old, nature and the culturally/religiously different, including indigenous people, in the name of 'progress'.
- The ***Earthrise*** photographs taken from Apollo 8 in 1968 revealed to us our beautiful but vulnerable planet. We became conscious that we have a shared home and a shared future, and we should protect & nurture our planetary home.

# From Modernism to Planetism

- The paradigm of **Modernism** was no longer appropriate in this new post-Apollo era. **Post Modernism**, that does promote respect for the old, the different and nature, began to replace it. We even changed out language: swamps became wetlands & slums became heritage precincts. The concept of heritage, keeping old things of value, entered the mainstream.
- In the 21<sup>st</sup> century **Post Modernism** is now being succeeded by **Planetism**. **Planetism** contains the values we must embody if we are to live successfully on our share planet. It will inform how we use future shaping tools over the next 50 years

# **The 21<sup>st</sup> century is the century of the planet.**

- Our world is now being transformed by the combined juggernaut of globalization, tribalization, and technological innovation,**
- A global village, a single integrated global society and serviced by a single global market is emerging**
- These drivers are also transforming our values and through this transformation, global markets, and our economic future.**

# Over three centuries

- The **19<sup>th</sup> century was the century of dependence**, most of humanity lived in colonies (dependencies).
- The **20<sup>th</sup> century was the century of independence**, most of humanity became independent. As they did many sought to shape their own futures usually without regard to the aspirations or needs of, and sometimes in conflict with, other cultures.
- The **21<sup>st</sup> century is the century of Interdependence**. We have begun the task of transforming ourselves for this 21<sup>st</sup> century reality but we have a fair way to go before we will be capable of being truly 21<sup>st</sup> century successful and relevant people.

# The Century of Interdependence

- **Interdependence** is a core value of **Planetism**.
- In this 21<sup>st</sup> century **interdependent** global society we will either all win together or all lose together.
- This rise of **interdependence** is changing personal, corporate, national and global relationships.
- If we want to be successful in our emerging 21<sup>st</sup> century **interdependent** society we should make mutual obligations to collaborate and relinquish some of our independence so that all may win.
- **Interdependence** requires mutual trust: trust is built on honesty, reliability & competence.

# The Birth of Planetism

- **Planetism** gives first allegiance to our planet.
- This is replacing the previous paradigms of :
  - **Nationalism** (first allegiance to nation)
  - **Tribalism** (first allegiance to tribe in terms of priority to culture and/or religion).
- The nine key values of **Planetism** are shaping public opinion, ethics & markets and our emerging economies.
- Globalization is promoting the expansion of an educated global middle class. This will number 3.2 billion in our region & 5 billion globally by 2030. It is growing every three months by the population of NYC. It largely embodies **Planetist** values .

**From the Cowboy  
Culture / Modernism  
(1960) Priority to Nation**

**To the Spaceship  
Culture / Planetism  
(2030) Priority to Planet**

<b>Individualism</b>	<b>Communitarianism</b>
<b>Independence</b>	<b>Interdependence</b>
<b>Autocracy</b>	<b>Democracy</b>
<b>Humanity against nature</b>	<b>Humanity part of nature</b>
<i>Development, production, consumption, lifestyles</i> <b>Unsustainable</b>	<i>Development, production, consumption, lifestyles</i> <b>Sustainable</b>
<b>Patriarchy</b>	<b>Gender Equality</b>
<i>Intercultural &amp; inter-religious</i> <b>Intolerance/Hostility</b>	<i>Intercultural &amp; inter-religious</i> <b>Tolerance/Harmony</b>
<i>Conflict Resolution through</i> <b>Confrontation/Combat</b>	<i>Conflict Resolution through</i> <b>Cooperation/Negotiation</b>
<i>Safekeeping through</i> <b>Defence</b>	<i>Safekeeping through</i> <b>Security</b>

**Imagine that by the year 2050 we have created a global sustainable society.**

- ❖ **A sustainable society is a society which is capable of living indefinitely on *our planet* .It will lives by **planetist** values, as distinct from **modernist** values.**
- ❖ **It will be a society which is prosperous, harmonious, just, sustainable & secure .**
- ❖ **What **ways and wares** would be needed to create this society ?**
- ❖ **If we can answer this question we can predict the emerging markets of the 21<sup>st</sup> century.**

# A Universally Liveable Planet 2050?

- **Liveable = prosperous + harmonious + inclusive + sustainable + healthy + secure**
- **Global markets demanding and supplying the products and services – the ways and wares- to achieve this.**
- **Global collaboration and ethics that make such an aspiration achievable.**
- **International governance and collaboration, national and inter-national public policies, corporate leadership and activities (commercial and NGO/humanitarian) and appropriate global events, for this to be realised.**
- **Liveable Planet 2050**

# The Six Elements of Liveability. 1

- 1. Prosperity** Is not just an absence of poverty. It is a state where wealth is being generated by the innovation and marketing of 21<sup>st</sup> century relevant products, services and technologies. Many if not most of the job categories and products, services and technologies that will enable the realization of a sustainably prosperous, a liveable, future have yet to be invented.
- 2. Harmony** is not just an absence of hostility. It is the basis of interdependence where we make mutual obligations to deliver win-win outcomes in everything we do. Win/loss undermines harmony. Harmony will grow when we respect and treasure both difference of every kind, and human unity.

# The Six Elements of Liveability. 2

- 3. Inclusion** is not just an absence of exclusion. It focuses on both minimizing disadvantage and disability and maximizing advantage and ability for all. Everybody should have both have the opportunity and embody the capability to reach their full potential. Other species also should be also able to thrive alongside humanity.
- 4. Sustainability** is not just an absence of unsustainability. It means what we, both individually or collectively, do not consciously cause net collateral damage ( harm) to others and our environment. We have yet to invent the any new means to do this.

# The six Elements of Liveability. 3

- 5. Health. Wellness** (health status) is not just an absence of **Illness**. It is made of two components: **wellbeing**, being and remaining well, and **wellbecoming**, becoming well. Healthy actions are those that avoid net collateral damage (harm) to self. Creating wellness also involves minimizing/avoiding **stressors** while maximizing/practicing **meliors** in our lives.
- 6. Security** is not just an absence of insecurity. It involves minimizing anxiety creating and threatening environments & experiences and maximizing reassuring and safe environments and experiences. This includes implementing the necessary intelligence, surveillance and vigilance measures to protect us from endangerment.

## **Imagine every community in 2050 as Livability Heaven**

- **I have written a book chapter on a livable Melbourne in the year 2050**
- **The chapter describes that Melbourne in 2011 became the world's most livable city – by accident? Happenstance?**
- **However by 2050 it had turned this temporary opportunity into a solid achievement . It became a seven-star exemplar of livability- livability heaven. It achieved this through conscious choice and strategic action. It has built a large part of its industrial base around the development and export of livability products and services**
- **We will need to use the six future shaping tools to achieve this , and develop a preferred future vision of a universal livable world in 2050.**

# Sustainable and Healthy Futures

- **Sustainable** behavior or action involves acting with **zero net collateral damage (harm) to other.**
- As humanity shares a planetary home and has a common future we have no alternative but to create the means to do this by about the year 2050.
- **Healthy** behavior or action , on the other hand, involves acting **with zero net collateral damage (harm) to self.**
- To create **sustainable and healthy futures** we need to innovate the **ways and wares** to do this.

# Sustainable prosperity- the four pillars

- A **sustainable** future , society, community, organization and life is one that has achieved **sustainable prosperity**.
- **Sustainable prosperity** involves creating simultaneous economic, ecological , social and cultural; prosperity
- We are not sustainable if we **achieve economic prosperity while causing ecological , social and cultural poverty** - if we impoverish ecosystems, societies and cultures to create economic prosperity.
- Indeed much economic prosperity in the 21st Century will come from increasing, maintaining and restoring ecological, social and cultural prosperity.

# Wealth

- *Wealth consists of two elements, the physical that must be conserved and the metaphysical that can only grow. ( R. Buckminster Fuller)*
- **Contemplate the current imbalance between the physical (resources) and the metaphysical (knowledge) in terms of their contribution to wealth creation in Australia.**
- **What should you do to address this imbalance to create economic prosperity in a 21<sup>st</sup> relevant century Australia?**

# Economic Prosperity / Poverty

- ❖ Involves generating wealth from 21<sup>st</sup> century industries, enterprises, products and services.
- ❖ 70% of the industries, products and services of the year 2030 have yet to be invented.
- ❖ Many innovations (**ways and wares**) will be needed to generate economic prosperity, while simultaneously protecting, nurturing and where necessary, restoring ecological, social and cultural prosperity, and avoiding creating ecological, social and cultural poverty.

# Ecological Prosperity / Poverty

❖ There are five other design rules/innovation/practices for creating future ecological prosperity - imagine developing **ways and wares** to enable us to :

- Live within perpetual solar income.
- Turn waste into food .
- Utilise resources at Just-Enough-in-Place-and-Time (JEPT).
- Nurture and restore biodiversity and renewable resources.
- Learn from and/or mimic nature.

**In essence these are positive design rules to enable us to prosper economically while avoiding net collateral damage to other: a means to create 21<sup>st</sup> century economic prosperity.**

# Social prosperity/poverty

The five *social domains* of what I call the *Social CHOIR* that measures social prosperity/poverty are:

- ***Cohesiveness***: possessing a high commitment to act collectively both as resilient future-taker and purposeful future-maker while recognizing social interdependence: if all do not win together all will lose together.
- ***Harmony***: ensuring that conflict is prevented and abated and a culture of harmony between interest groups, classes, religions and cultures is nurtured through shared aspirations and delivering universal win-win outcomes from economic & social development.
- ***Opportunity*** : ensuring that all can realize their aspirations by promoting Individual and collective self-reliance and self-responsibility in a culture that delivers win-win outcomes.
- ***Inclusiveness***: collaborating so that all have the opportunity to shape their future and that nobody is left behind.
- ***Resilience*** : responding successfully to challenges and dangers through individual and collective resilient future- taking while promoting social cohesiveness.

# Cultural prosperity/poverty

The *five cultural domains* of what I call **Cultural POWER** that measures cultural prosperity/poverty are :

- ***Participation***: the level of participation in cultural affairs & rituals.
- ***Originality***: the quantum of original creative activity contributing to the further development of the culture, including in language, literature, music, visual, performing & digital arts, & the sciences.
- ***Wealth***: the quantum and status of existing cultural knowledge & heritage embedded in language, literature, the visual, performing & digital arts, & the sciences. Culture is a metaphysical source of future economic wealth.
- ***Esteem***: the degree of respect for a culture shown by other cultures. Modernism carried with it huge disrespect for difference and this led to the massive cultural impoverishment in the past.
- ***Resilience***: the resilience shown by a culture when it faces endangerment or discrimination.

## **Shaping the future: Learning is the six tool and is an essential part of our shaping the future toolkit.**

- **When your best employee leaves your organization, the data and information stays behind while the knowledge and wisdom walks out the door. Imagine capturing and keeping this knowledge and wisdom – the metaphysical component of wealth and the foundation of 21<sup>st</sup> century industrial success.**
- **Therefore we all should be life-long learners.**
- **About 20% of what we do should be learning to be better shapers of the future (by lifting our capabilities in all six future shaping tools) and also be better initiators, nurturers and amicable terminators of relationships.**

# 21<sup>st</sup> Century Learning Culture

- How we learn is changing.
- Now all of us can download multi-media formats in digital files from anywhere on the planet on to our mobile devices. And we can learn directly from the most expert on the planet.
- Learning can now be customized for how each of us learns best. From our understanding of neuroplasticity and the rate of technological innovation we now know that there will be many yet unimagined means to become more effective learners.
- **Learning perfection is the two year old:** a natural life-long, learner-driven, just-in-time learner. With modern technology we can keep our learning birthright and continue to learn as two year olds do for our whole lives.
- Here are the elements of what I call the 21<sup>st</sup> century learning culture that helps to achieve this outcome.

# The 21<sup>st</sup> Century Learning Culture. 1

- ❖ **Lifelong learning.** Continuously utilising up to 10% of one's time to prepare for success on one's future life and work, and for future organisational success.
- ❖ **Learner driven learning.** Learning initiated and managed by the learner, not the teacher/mentor, through the utilisation of learner driven learning technologies.
- ❖ **Just in time learning.** Providing the opportunity to learn through curiosity and when the need for knowledge is greatest, including from remote sources, at home & in formal learning /work environments.
- ❖ **Customised learning.** Being able to learn more effectively because all learning opportunities and processes are customised to suit different learning and thinking styles.

## The 21<sup>st</sup> Century Learning Culture. 2

- ❖ **Transformative learning.** Designing learning for, and assessing the success of learning by, the transformation of students, because the transformation of people rather than the acquisition of knowledge is the major purpose of education.
- ❖ **Collaborative learning.** Designing learning environments/processes to ensure learning is as effective in groups as it is for individuals.
- ❖ **Contextual learning.** Providing a context to maximise learning by locating learning in real life and virtual real life environments which make learning more effective.
- ❖ **Learning to learn, think and feel .** Improving the capability to learn ,think and feel- via multiple intelligence learning

# How teaching can be transformed

- Continuous learning is our key passport to thriving in a 21<sup>st</sup> century knowledge rich global society.
- Twenty percent of work time should be dedicated to learning.
- Teaching is slowly being transformed from **knowledge provision** into a combination of **knowledge navigation + mentoring + personal/career development counseling**.
- Best of all this emancipates teachers from the burden of being the key providers of knowledge.

# Learning Innovation

- Imagine the **ways and wares** and the curricula we need to create 21<sup>st</sup> century relevant education & learning.
- Education is the second biggest global industry after health : it will reach US\$20 trillion by 2020.
- Digital technology is changing. We drown in data and information. Knowledge and wisdom are in short supply.
- Imagine KT (knowledge technology) & WT (wisdom technology) that will replace IT (information technology)
- **Data + purpose = information**
- **Information + culture = knowledge**
- **Knowledge + experience + reflection = wisdom**

**We should be working to make good things happen in the future ,rather than merely reducing or eliminating bad things from the future. We should concentrate on future-making as least as much as on future-taking.**

- **On promoting Ability as least as much as responding to Disability**
- **On promoting Advantage as least as much as responding to Disadvantage**
- **On promoting Wellness as least as much well as responding to Illness**

## **Health: Illness & Wellness**

- **Consider the difference between illness, unillness (which is the actual state of people who have just recovered from illness), and wellness?**
- **The ‘health’ industry is a problem-centred industry and focuses on treating illness, not creating wellness. It is really the illness industry.**
- **Public policy should direct more resources at motivating healthy behaviours - actions that avoid net collateral damage to self - and which uplift wellness.**

## **Growing Wellness.**

- **Wellness**, both maintaining wellness (**wellbeing**) and creating wellness (**wellbecoming**) is a growing 21<sup>st</sup> century industry.
- It links the fostering and facilitating healthy lifestyles, sound nutrition, good relationships, health promoting environments, enjoyment and happiness, exercise in all its forms from sport to yoga to dance, and bliss creation in all its forms, into a single holistic wellness industrial sector.

# Wellness

- **Wellness = Wellbeing** ( maintaining wellness) + **Wellbecoming** (becoming well)
- The first part of **wellbecoming** is the journey from illness to unillness- the part that the 'health' industry does . The second part of **Wellbecoming** is the process that takes a person from **unillness** to **wellness**. Once wellness has been created **wellbeing** is the process of maintaining wellness.
- **Imagine wellbeing and wellbecoming ways and wares**

# Stressors and Meliors

- *All humans are at any time on a continuum between a state of distress and its opposite—a state of bliss*
- **Stressors** *are those experiences that tend to move the individual or group towards one end of the continuum—towards a state of distress.*
- **Meliors** *have the exactly the opposite effect to stressors, and are experiences which move the individual or group towards a state of bliss.*
- *The position of the individual on the distress–bliss continuum is largely a function of the balance between meliors and stressors in her or his life experience. (Stephen Boyden)*

# Meliors in action

- As part of becoming well (**wellbecoming**) and remaining well (**wellbeing**) we should use meliors more often to ameliorate the effect of stressors. To achieve this we can:
- Identify one's meliors continuously throughout life by asking : what are the activities in your life that make you feel happy/serene/blissful and in control of your life?
- Assemble these meliors into a kitbag and add them to, and remove them from, your kitbag as appropriate over time, and;
- Regularly utilize meliors from your kitbag of meliors to increase bliss ,or as Joseph Campbell said ***follow your bliss.***
- ***Imagine every aged care facility having a such a meliors program***

# Do you believe we have

- A society that is **successfully ageing**?
- If your answer is no, or probably not, you are saying that here is more we can and should do to turn our current unsuccessful, or less than successful, ageing society into a **successfully ageing** one
- If that is the case it is time to create a vision for a successfully ageing society and imagine what should be included in a strategy to realize it.
- Given that the developed world undergoing aging those who innovate and supply new products and services that realize successful ageing will find emerging world markets that are demanding these products and services.

# Ageing actually has two stages.

- The first of these is what I call **Indian Summer Adulthood** or **Independent Ageing** , and
- The second is what I call **Dependent Ageing**.
- We need different public policies, programs and strategies for each of these .
- Currently we spend too much time considering the second of these and too little on the first. And we can't just leave this issue to the market to sort out. We need new future-shaping public policies to ensure that the **Independent Aged** sector remains included.

# Indian Summer Adulthood

- Lasts for several decades for most people. Public policy is currently focusing on compulsory postponement of the age of retirement. Many retired people would be happy to work part time voluntarily. There is a great deal of wisdom embedded in these people that is currently being wasted.
- During this period of ISA, people should be able to continue to work part time if they wish to, for it is time we abolished retirement as a concept.
- And some people would love to develop new career paths late in life as they follow a career pathway that includes many career changes.

# Initiation

- As their young mature, many parents struggle to transform their relationship with their children from one based on control when their children are **dependent**, to one based on facilitation when their children seek **independence**.
- **Independence** is an essential stepping stone to the even more daunting process of self-transformation to becoming people capable of conducting **interdependent** relationships and living successfully in our increasingly **interdependent** 21<sup>st</sup> century planetary society.

# A New Generation of Elders

- In traditional **Initiation** responsibility for raising the young is transferred from from the parents to the grandparents' generation, their elders, who then assist them become successful adults.
- Imagine people in **Indian Summer Adulthood** studying to become credentialed **Elders** and working with youth in and out of schools to develop them as successful adults
- All young people being formally credentialed as **Adults** because they have all graduated from a successful **initiation** programs in schools

# Connections

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