

**CERTIFIED PUBLIC MANAGER PROGRAM
FLORIDA CENTER FOR PUBLIC
MANAGEMENT
THE FLORIDA STATE UNIVERSITY**

LEVEL 7 ASSIGNMENT

**SHAPING YOUR EXECUTIVE GROWTH:
PAST, PRESENT, FUTURE**

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INTRODUCTION

Executive growth is a natural evolution through the following stages:

- (1) the individual work stage where technical skills are mastered and accountability lies with the individual;
- (2) the supervisory stage where technical skills must be tempered with influencing others in face-to-face situations;
- (3) the middle management stage where leadership skills emerge to influence organizational operations and programs; and
- (4) the executive stage where the balance is between directing the primary internal organizational policies and representing the organization's programs externally to constituents.

However, natural evolution or maturation (essentially *outside of your control*) can also be influenced through individual choice (primarily *under your control*) in each stage of executive growth.

The Level 7 Assignment, *Shaping Your Executive Growth: Past, Present, and Future*, is your opportunity to examine your accomplishments within the context of your recent training in the Florida Certified Public Manager Program, your present organization, and its external environment. By examining patterns in the present and the past, and projecting into the future, you will be in a position to consciously adapt to changing conditions in your organization and its environment. This is a chance to take a practical inventory of your professional assets: to know your strengths and your goals so that you will be better able to realize your full potential.

The Level 7 Assignment provides you with a systematic procedure for reviewing and assessing your past and present accomplishments in relation to current projections about Florida's future. In applying this systematic procedure, you will write a personal "resume for growth" which will state the pattern you are seeking for your professional growth and the developmental tasks you need to accomplish in order to direct your growth.

Systematic planning for professional growth is one way of being prepared to make informed choices. By applying the procedures provided in this assignment, you have an opportunity to anticipate and shape the direction of your future.

Procedures

1. Create a title page showing your name, email address, phone number, and date of submission.
2. Cut and paste the questions, then type your answers to each question.
3. **Upon completion, submit this assignment through our website: www.fcpm.fsu.edu.**

A tutorial for submitting homework is on the homepage of our website and provides step by step instructions. Click on the “Submit Assignments” tab, which will bring up a log-on screen. Enter your email address on the first line. Your password is the last four digits of your Social Security Number. This will take you to your Transcript. Click on “Submit Assignment” for the particular assignment or exam you wish to submit. Click “Browse” and then locate the file on your hard drive (usually stored in “My Documents”), and click “Open.” If you are submitting a Group Assignment, you need to enter the names of all group members. Once you have attached the file, click “Submit File.”

Your submission will be automatically entered into the database. It will show on your transcript as “Being Graded.” You will also receive an automated email notifying you of that. If you have any questions or encounter problems submitting your homework, please ask your CPM instructor for help, or contact Shawn Baldwin at sbaldwin@admin.fsu.edu or 850-644-8987.

Once your assignment is graded, you should receive an email showing the results. If your submission passes, the email will indicate that the assignment is “Completed.” If your submission does not pass, the email will indicate that you must “Resubmit” the assignment. You will be told what you need to do to make the assignment acceptable. Your work will be graded within 60 days, at the latest, although CPM instructors typically grade assignments sooner than that.

Projects submitted to the CPM Program Office will become a part of the permanent records of the CPM Program. Participants should keep a copy of their projects for their own files and future reference. A project is considered confidential and will be discussed only with the participant who submits it.

Questions and Procedures on Shaping your Executive Growth

Part I. Review and Assessment of Accomplishments

- 1.1 Provide a copy of your current resumé (showing all of your relevant work experience, education, and related accomplishments).
- 1.2 Consider the organizations in which you have worked or are working. Which organization(s) did you intuitively like the most? Which organization(s) did you intuitively like the least? Explain your answers. (Note: names of organizations are not necessary).
- 1.3 Reflect on all the jobs you have held during your professional career and your accomplishments in those jobs. Describe the one experience you feel has contributed most to your career development.

Part II. Current Situation

- 2.1 In CPM Levels I, II and IV, you scored a series of self-assessment instruments designed to identify your profile on significant dimensions of management as well as your personality traits and stylistic preferences. Take collectively your results on these instruments and constitute a profile of your management style. Self-assessment instruments were found in:

- Level I, Module 1: Personal Style Inventory
- Level I, Module 2: Lead Self
- Level II, Module 3: Thomas Kilmann Conflict Mode Inst.
- Level IV, Module 1: Power Base Inventory and Influence Styles
- Level IV, Module 3: Personal Achievement Formula

For each self-assessment: (1) state or display your results and (2) discuss the results in terms of their implications (implications to you professionally, as well as personally).

- 2.2 Reflecting on the jobs you have held in the past five years, make a list of ten skills you have developed (for example, meeting deadlines, seeing the big picture, planning, allocating resources to produce a product or service). Assess your competence in each of those skill areas. (List the skill areas in a column, then rate each according to your strength: superior, good, average, fair, poor). See Self-Assessment Matrix on next page.

- 4.2. In column 2, identify what you have already accomplished in each of those key functions (Note: the same accomplishments may apply to more than one of your preferred key functions.)
- 4.3 In column 3, list the developmental skills or experiences you need to further strengthen your competence in each key function.
- 4.4 Compare your answers to 4.1 and 4.3 with the list of skills you compiled in Question 2.2, then prepare a new list of skills that will be necessary for you to achieve your desired position.
- 4.5 In terms of long-range development, write a narrative description of the kind of position you would ultimately like to hold and of your time range for achieving it (i.e., in 5 years, 10 years, etc). Describe how this targeted position would encompass the key functions you identified in Question 4.1 as being necessary for your satisfaction.
- 4.6 Write a narrative description of the organizational setting in which you would prefer to perform this job.
- 4.7 After reviewing your responses to 4.1 – 4.6, answer one of the following three questions:
- 4.7(a) My growth resumé most closely approximates my present position. To influence my growth in my present position, I need to: (state developmental tasks).
- 4.7 (b) My growth resumé suggests that I may eventually move to another position in my organization. Existing positions (by title) in my organization that would meet my requirements are: (state position titles). To be prepared to apply for or be considered for these positions, I need to: (state developmental tasks).
- 4.7 (c) My growth resumé suggests I may eventually move to a position in other public or private sector organizations. Existing positions (by title) in other organizations that would meet my requirements include: (state position titles). To be prepared to apply for or be considered for these positions, I need to: (state developmental tasks).

ELEMENTS OF A VISION FOR FLORIDA IN THE 21ST CENTURY

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INTRODUCTION

Florida is not well prepared to compete in the 21st century ... but it could be. That is the central thesis of this study. Florida is now challenged by a variety of social, environmental, and economic problems. Its capacity to respond to these challenges will be largely determined by its ability to compete in a new and highly dynamic global economy. If we do not adapt well to the new economy, we will lack the resources needed to deal with pressing problems. If we do not make wise investments during the closing years of the 20th century, we are unlikely to compete well in the next one.

At present there is no vision to guide Florida and its people, certainly not one that is widely shared and generally accepted. This has not always been the case. In the late 19th and early 20th centuries, a vision was formulated by Florida's leaders that guided the actions of both business and government and which contributed greatly to the enormous growth of the state in this century..

In Florida, we are not likely to find the wisdom to fashion an effective vision for the 21st century if we do not look closely at the vision that guided us through much of the 20th century. It has made us what we are. It is still a powerful motivator, but it no longer serves us well. The challenges that face Floridians today are radically different than those which faced our forbearers a century ago.

FLORIDA IN 1900

Florida faced severe obstacles at the beginning of the 20th century. Success in the coming century was by no means a certainty. At that time, the road to economic success was through industry. The industrial era was in full swing and the ingredients for success in industry were well known: access to raw materials, access to plentiful energy sources, proximity to large populations of reasonably affluent consumers, short distances between key points to minimize transportation costs, large numbers of sufficiently skilled industrial workers, industrial entrepreneurs and sufficient financial capital to enable them to build the needed facilities. Florida had virtually none of these ingredients.

THE PEOPLE: FEW, POOR, RURAL, UNDEREDUCATED, RACIALLY DIVIDED.

With a population in 1900 of only 528,542, Florida had by far the smallest population in the South. Moreover, Floridians at that time were among the nation's poorest. In 1900, the annual per capita income for the nation as a whole was \$202. In Florida it was only \$112, just 55 percent of the national average. Approximately 80 percent of Floridians lived in rural settings in 1900, considerably more than the national average of 60 percent (Colburn and Scher, 1984, p. 36). That Floridians were undereducated is evidenced from the fact that of 112,384 students enrolled in the state's schools in the 1901-2 school year, there were only 136 high school graduates that same year (Marth and Marth, 1978, p. 318).

Unfortunately, Floridians were sharply divided along racial lines. Advances made by Floridians of African ancestry during the Reconstruction period were reversed by their

systematic exclusion from the political process. Relations between the races became so bad that in the period between 1900 and 1920 Florida had the highest lynching rate in the country.

A SANDY, WET, SUBTROPICAL PENINSULA. Florida's existence as the nation's only large peninsula jutting southward into the sea is a reality that has framed much of our history. Seen today as an attractive destination, our peninsula was a foreboding place in the 19th century. Ubiquitous wetlands spawned countless mosquitos which, in turn, gave rise to frightening epidemics of yellow fever and malaria. What ground was dry was typically sandy and of poor quality for most crops of the day. Much of the most promising land was under water. Not surprisingly, wetlands were seen as an obstacle to overcome, an enemy to conquer.

The peninsula also thwarted aspirations for industrialization. It lacked such natural resources as coal, iron ore, and oil. In short, at the turn of the century, Florida faced enormous obstacles which threatened to keep it at the periphery of the American prosperity that flowed from industrialization.

THE 20TH CENTURY VISION: SELL SUN AND SAND

At the outset of the 20th century in Florida, population growth was seen as the primary impetus to economic development. But in the absence industrialization, the key question was how to stimulate population growth. Somehow leaders in both government and business had to learn how to sell the peninsula itself or, in other words, "to sell sun and sand." This one simple idea became the basis for a powerfully motivating vision of development throughout the 20th century.

STRATEGIES. To be developed, the peninsula first had to be accessible. The cash poor but land rich state government responded in the late 19th century by forging a public-private partnership with railroad builders. In exchange for absorbing the sizable costs of building the railroads, entrepreneurs like William Chipley, Henry Flagler and Henry Plant were awarded ownership of large quantities of public lands which they sold at considerable profit.

For tourists, the most attractive destinations usually lay along the coasts and the state's many miles of sandy beaches. Land speculation was encouraged, and those who wished to build were promised a minimum of interference by government. When Florida's legislature granted general zoning authority to local governments in 1939, it was the last of the then forty-eight states to do so (O'Connell, 1985).

Simply opening the land to unfettered development was not enough, or so it was widely perceived. Consequently a variety of public policies were fashioned to attract retirees, preferably affluent ones, to the state. Foremost among these policies was the decision in 1923 to constitutionally prohibit estate and income taxes. We are debating the effects of that prohibition to this day. At the time, the prohibition seemed an appropriate strategy toward achieving the vision of selling sun and sand.

Although the homestead exemption was originally adopted to protect homeowners during

the depths of the Depression in the 1930's, it too became a major strategy for attracting new residents. The "Right to Work" provision in Florida's constitution was also part of the framework of state policies to encourage development. As was common in the South, Florida tried to turn a strategic weakness --its low paid and relatively undereducated work force -- into something of an advantage for development. The right to work policy assured prospective employers that they would find a work force which was unlikely to demand higher wages than were paid in the more affluent and unionized northern states.

A single theme dominated environmental policy during the early decades of the century - namely, "drain the swamps." This policy was most notably set into motion by Governor Napoleon Bonaparte Broward whose somewhat populist campaign for office in 1904 emphasized draining the Everglades to open them for farmers. The science of ecology became well known only in the latter half of the 20th century. From the standpoint of people who still had reason to fear wetlands, and who were ignorant of the benefits of wetlands, draining the swamps seemed a logical strategy to pursue.

RELATED FORTUITOUS EVENTS. A number of events occurred during the century which contributed greatly toward achieving the vision of "selling" the peninsula. One such event was World War II, during which Florida became a major training center. Many servicemen subsequently returned to the state following the war. Another fortuitous event was the enactment of social security legislation and the emergence of private pension funds which, together, reduced the dependency of retirees upon their offspring and enabled them to pursue a retirement "in the sun." Three of the most notable of the "fortuitous events," however, were related to the development or novel application of new technologies. These events can be summarized succinctly -- air conditioning, Cape Canaveral, and Walt Disney.

Until the advent of home air conditioning in the 1950's, living through Florida's long, hot summers was foreboding to many. This new technology removed a major barrier to the dreams of developers to build vast residential developments. A combination of existing and new technologies with the creative vision and entrepreneurial energy of Walt Disney created an entirely new form of attraction to Florida -- theme park based tourism. Since the 1970's, Florida has become the world's leading destination for this form of tourism. The attractiveness of this new form of tourism is dependent upon a variety of interrelated technologies and the future of such tourism will depend upon the continued development and refinement of these technologies.

LIMITED SCIENTIFIC CAPACITY. In Florida, it is the peninsula itself, rather than investment in local brainpower, that accounts for most of our high tech industry. When the nation's space program began, it soon became evident that Cape Canaveral would be the best site in the nation for launching and tracking space vehicles. Massive federal investments followed and large aerospace contractors set up operations in Florida. Initially attracted by NASA contracts, these contractors soon brought large defense contracts into the state as well. Thus Florida's high tech industries are largely the result of federal, not state, investments which attracted concentrations of persons with advanced technical knowledge.

THE 20TH CENTURY VISION NO LONGER WORKS. Florida's 20th century vision was based upon a widespread consensus about the desirability of stimulating population growth

in order to stimulate economic development. Today, many aspects of that vision no longer fit new economic, social and ecological realities. Its failure to recognize the importance of investing in brainpower as a means to economic leadership is an obvious flaw ... but there are other flaws as well. If we Floridians hope to reach consensus about where we wish to go in the 21st century, we must look carefully at the challenges which confront us.

21ST CENTURY CHALLENGES FACING FLORIDA.

ECONOMIC WELL-BEING. Electronic technologies are fundamentally reshaping the nation's economy (Office of Technology Assessment, 1988). In fact, the emergence of a truly global economy could not have occurred without recent developments in computing and communications. The effects of the new information technology are so profound that we are now entering a fundamentally new era. Futurist Alvin Toffler (1980) has used the term "third wave" to describe the era.

The new era is the era of information -- called the third wave by Toffler, the "Second Industrial Divide " by Piore and Sabel (1982), and similar terms by other observers. The information era seeks to input ever greater quantities of information into the production of both goods AND services. Rather than seeking standardized mass production, producers of goods and services increasingly seek to deliver individually tailored, customer specific goods and services. Fewer and fewer people are needed in extractive and manufacturing industries, and employment shifts toward the production of services. Networks, more than hierarchies, are becoming the norm for for organizing activities. Both consumers and workers are responding to the new era by expecting (often demanding) that organizations respond to their individual needs.

Competition increasingly depends upon the ability to satisfy segmented markets, rapidly incorporate new technologies, be innovative, and produce highly differentiated products and services. Doing so requires not merely that individual companies become adept at these things but that entire cities, regions and nations become adept at developing and infusing information in a ubiquitous fashion.

Traditionally, industries tended to cluster together for geographical reasons. They sought access to the same sources of energy, ores, or mass market outlets. Increasingly, industries tend to cluster where they can readily gain access to or network with persons with vital knowledge and skills. Cities and regions that fail to create local work forces with the requisite skills and knowledge, or fail to support these key people with the necessary infrastructure and services, have little chance of fashioning dynamic local economies.

Providing the necessary "human capital" goes far beyond building an occasional vo-tech school, though these can be quite important. Dependent upon the rapid application of new technology, competitive businesses of the 21st century will need people who can be flexible, entrepreneurial, and life-long learners (Salamon, 1991).

Rather than try to attract jobs and firms from other locations, the locales that are most successful in creating high-technology economic development programs are those which build upon indigenous capacity. Jobs that are brought from northern states with promises of low taxes

and wages can easily be lost to still lower cost locales in such places as Mexico, the Bahamas or even Bangladesh. Unfortunately, Florida has a very poor record in creating its own base for high-technology oriented development (Rahm, 1993). As mentioned above, much of Florida's capacity in such high-technology areas as space sciences is the result of federal spending and the importation of skilled personnel. Many of our high tech companies sell primarily to one customer -- the federal government.

Florida did not attempt to develop major research universities until the second half of the 20th century. Consequently our leading institutions of higher learning are still relative adolescents when compared with those of world class status. Moreover, it is highly possible that fiscal constraints will relegate them to permanent adolescence. The primary short comings of Florida's efforts to achieve leadership in the development and application of advanced technologies are "... the lack of a skilled work force and the failure of the educational system to produce such a work force (Rahm, 1993, p. 7)." Wealth in the 21st century will be created primarily through the continuous development and constant application of new technologies. Florida's vision for the 20th century did not prepare us well for success in the coming century.

ECOLOGICAL WELLBEING. In Florida, the 20th century brought unprecedented growth. In 1900, there were 528,542 persons living in the state. In the 1990 census, 12,937,926 persons were counted ... thus Florida grew 23.5 times in 90 years. Such growth in a finite space cannot continue indefinitely; this is a basic fact of both ecology and mathematics. Thus, growth management seems a certainty on Florida's political agenda of the 21st century.

Radical changes to the ecosystems of the state have already had major consequences. Our large predators, the red wolf and panther, are extinct or nearly so in the wild. Perhaps most telling is the substantial disappearance of the great flocks of birds. One of the great ironies is that these flocks have largely disappeared at a time when the world's tourist market is showing increasing interest in ecotourism -- the protection of natural systems in order to attract tourists. The great flocks described in the writings of our forbearers might have rivaled the attraction of Africa's Serengeti plain as an attraction to ecotourists.

It is not possible to review here the full range of challenges (such as the future status of water quality) that rapid population growth creates in our finite, vulnerable peninsula. What is important is to recognize that the quality of life in Florida was an essential factor in fulfilling the 20th century vision. The quality of our natural systems, especially the presence nearly everywhere of attractive green spaces, is central to our ability to attract tourists and residents. Failure of society to address problems related to the ozone layer could endanger the future of Florida's sun based economy. The worst case scenario is that global warming could submerge major portions of the state.

The vision of the 20th century was to sell sun and sand. Doing so in the 21st century will likely require a high degree of environmental consciousness -- a consciousness that sees our economic and social wellbeing as inextricably intertwined with the quality of our natural environment.

SOCIAL WELLBEING. Many of the nation's, and state's, social problems are related to the transition to the information era. Enormous social problems stem from the fact that large portions of our population are not well prepared for a job market that treats persons without advanced skills and knowledge rather harshly.

In the information era, manufacturing does not cease to be important. What happens, however, is that fewer workers are needed to do repetitive tasks, especially when some of these tasks can be accomplished more cheaply in poorer countries. It is such manufacturing jobs with good wages and benefits that opened the door to the middle class for millions of workers. Factories are no longer a route to the middle class. Routine service jobs, especially those in retail trade, and temporary employment provide neither comparable wages nor benefits (Harrison and Bluestone, 1988). The result is a growing fear of downward mobility among some members of the middle class. The growing demand for universal medical care probably reflects this middle class frustration. In the past, middle class frustration has produced "a mixture of cultural conservatism, apprehension about economic status, nativism and anger at the new rich (Phillips, 1993, p. 228)."

It is not surprising, then, that indicators of social stress are greatest for two of our ethnic groups who migrated to urban areas in search of manufacturing jobs after the factories had ceased to be effective conduits to the middle class. These groups, southern Americans of African ancestry and hispanic immigrants, did not move to the cities in truly large numbers until the middle and later 20th century. Job opportunity for men was then in decline in the factories and the service jobs that were available were often more oriented toward the hiring of women.

Some observers, notably Robert Reich (1992), fear that there is growing social fragmentation between the minority of Americans who are well engaged in the new information era economy and the majority who are not. A true sense of community exists when most members, at all economic levels, share the sense that their destinies and well being are intertwined. If those who are most successful at gaining wealth in the information era feel less dependent upon others then they are likely to try to seclude themselves from the rest of society -- via exclusive suburbs, private schools, walled residential developments, private security forces, tax limitations and so forth. All of these tactics are now evident in Florida.

REQUISITES FOR A 21ST CENTURY VISION

EFFORTS TO LOOK AHEAD. The first requisite for fashioning an effective vision to guide Florida in the 21st century is that Floridians become aware of the nature of the era into which they are entering. Important steps have already been taken in this regard. The report of the Governor's Select Committee on Workforce 2000, issued in 1990, identified many of the problems associated with moving toward a global high tech economy. It recommended major initiatives in education at all levels. The problems of an increasingly bifurcated workforce are being recognized by the Florida Department of Labor (e.g. Florida Industry and Occupational Employment Projections, 1991-2005, published November 1993). The chairman of Florida's State Comprehensive Plan Committee observed that his committee had concluded that the "keys"

to economic success were a highly capable work force, excellent education, effective infrastructure, an attractive quality of life, and solid fiscal underpinnings (Zwick, 1989).

More recently, futures research has been employed by the Supreme Court and the Office of the State Courts Administrator in the 21st Century Justice Project (1993). A focus of this effort has been to discover how Florida's serious social and criminal problems are related to the emergence of the new era. The project seeks to frame a vision for the judicial branch of the state. Now taking shape, it appears that the vision will emphasize prevention, community based dispute resolution, and extensive use of new technologies. In Florida's private sector, there is also some awareness that the strategic framework of the states' businesses and governments needs to be shifted to address the new realities of a global high-tech economy.

ELEMENTS OF VISION. As we enter the 21st century, there are requisites for an effective vision. First among these is that the vision guide our adaptation to an increasingly threatening natural environment. In achieving this adaptation, however, the need to seek economic opportunity must not be forgotten. Without economic growth, our social problems will multiply. The only option before us, therefore is to seek ecologically sustainable economic opportunity. The 21st century vision must, therefore, go beyond the "jobs versus environment" mentality that has resulted from our continuing to follow the 20th century vision beyond its time of usefulness. The new vision must seek "win-win" solutions -- e.g. turning environmental protection into an economic advantage!

The 20th century vision was based upon a keen sense of the uniqueness of Florida. In the new era, it is less important to try to attract high tech industries from elsewhere than it is to infuse high technology into that which we already do.

An effective vision is one that is widely shared. Florida's vision for the 21st century, therefore, will not succeed if it offers greater opportunity to only a narrow segment of the population. Its chances of success are greatest if it offers promise of transforming our major industries in ways that offer better livelihoods for millions of Floridians. For all of these reasons, it is Florida's tourist industry that offers the greatest hope of being the catalyst for the formation of a 21st century vision for Florida.

FLORIDA'S TOURISM: CATALYST FOR A 21ST CENTURY VISION.

In 1992, more than one-half million Floridians were employed by hotels, motels, and restaurants. Tens of thousands more are employed by auto rental agencies, air transport companies, travel agencies, theme parks, charter bus companies, and so forth. Though difficult to measure in its entirety, tourism seems to offer employment to more Floridians than does any other industry. It is the greatest industrial achievement of the 20th century vision of selling sun and sand. It faces an uncertain future with numerous challenges and several important threats. If it can be invigorated for the 21st century, the prospects for all Floridians would be enhanced.

21ST CENTURY TOURISM. Tourism is becoming globalized, highly competitive, and dynamic. Of great importance is the fact that it is driven by the tastes and desires of its consumers. Tourists of the industrial era of the 20th century were treated largely as a mass

commodity. Tourists of the future, however, are likely to be quite different (e.g. see Poon, 1993). They will be confronted with many options and, in the post-industrial era, they will expect to be treated flexibly and individually. The tourists Florida hopes to attract are also being sought by places as diverse as Costa Rica or Branson, Missouri. Just as they expect ever improving quality in their automobiles or electronic devices, they are likely to be highly conscious of the quality of their experience as tourists.

Tragic events have taught Floridians that the competitiveness of their tourism industry has been endangered by our failure to prevent crime. Failure to provide tourists with the experience of a high quality natural environment could also endanger the future of tourism. Tourists seem to be becoming "greener" in their tastes and expectations. This means that they expect to find accessible natural ecosystems, pleasant natural surroundings, and security from the dangers of pollutants.

Taking tourists for granted and failure to keep abreast of their changing expectations would risk our largest indigenous industry. Meeting their expectations to the best of our ability will require visionary thinking that encompasses three vital categories of resources -- our land, our people, and advanced technology.

RESOURCE: THE "LAND". In Florida our land itself (and the oceans surrounding it) is an indispensable resource for the tourism industry. The industry was built upon such things as easy access to beautiful beaches and plentiful fishing. To tourists, our natural environment is an essential part of the "Florida experience." Whether they encounter plentiful green spaces or endless billboards, traffic jams, and condominiums blocking access to natural beauty determines much of the quality of their experience. If they go fishing in Florida Bay or Lake Tohopekaliga they would like to catch something, preferably something that is edible.

Most of the land that tourists encounter is privately owned. Even the attractiveness of Disney World, our most "insular" of theme parks, is affected by the nature of surrounding land uses to a distance of many miles. Ugliness, where it exists, detracts from our potential as a tourist destination. From the perspective of the tourism industry, land is a communal resource, meaning that both public and private uses of it affect the entire community's wellbeing for generations to come. Debates over community needs and private interests in determining land use will continue into the next century. From the perspective of the tourism industry, a vision that stresses the community oriented aspects of land (and guides the resolution of conflicts between individual rights and community rights) will serve it best.

RESOURCE: THE PEOPLE. In the economy of the coming era, most new jobs are those in which workers must deal with people -- as colleagues or as customers. This point was emphasized by Robert Morris, chairperson of the Governor's Select Committee on Workforce 2000 (1990). In fact, this has already occurred in Florida. As Table 1 indicates, about 27 percent of Florida's workers were employed in wholesale and retail trade and nearly 30 percent were employed in services in 1990; only about 16 percent were employed in mining, construction, and manufacturing combined. In the information era, competitive advantage accrues to a workforce

that exhibits specialized skills. In tourism, those skills include working well -- effectively and innovatively -- with others.

If our people do not feel that our state is guided by a vision that promises opportunity for all, then social problems may escalate. If this results in crime then tourism, our most basic industry, will suffer. Preparation of Floridians to take advantage of the new information era can only be done through our beleaguered educational system. The 21st century vision must recognize that education is central to our future success. Education is needed to prepare Floridians to work in a technologically sophisticated world, to learn to work well with others, and to be creative in doing so.

Furthermore, the realities of the tourism industry underscore the necessity of government provision of most of the needed education. Hence, it is necessary for government to gather broad sources of revenue to assure adequate education.

RESOURCE: ADVANCED TECHNOLOGY. In Florida, tourism has generated increasingly sophisticated facilities -- world class airports, technology based theme parks, and motion picture production facilities. We gain maximum value when it is Floridians who not only operate technologically sophisticated facilities but also create and service the new generations of technologies that will keep us globally competitive. In some important ways this is beginning to occur. Miami, for example, is now a world leader in the production of Spanish language television programming (Florida Trend, March 1994).

The importance of advanced technology to our tourism industry should not be underestimated. Each of our theme parks is built upon the premise that the use of technology can create enjoyable experiences for large numbers of persons. In many ways, Florida has become the world's leading center of technology based tourism. During the next century, tourists will expect more sophisticated experiences requiring more advanced technologies. The Walt Disney Corporation's plans to use virtual reality technology in its new theme park near Washington, D.C. is a portent of the future technology based competition for tourists.

In the information era, value is created from ideas. The 21st century vision for Florida should stimulate the creative discovery and implementation of new ideas. The technology that can improve the quality of experiences for tourists can also improve the quality of daily life for Floridians. An outstanding example of such dual benefits is the advent of the Intelligent Vehicle-Highway System which Florida's Department of Transportation is working on in conjunction with the federal government. Initially intended to do such things as improve traffic flow and warn drivers of dangerous situations, computer technology could be used to link tourists with automated, individualized trip routing and reservations systems while underway in their automobiles. Future reservations systems are likely to offer on-line video tours of possible destinations right down to specific rooms, menus, and exercise facilities. Thus, the use of advanced technology will be a key to providing individualized experiences.

The full use of advanced technology in Florida's tourism industry cannot be realized without extensive public-private cooperation. For example, the public airports and roads through which the tourist travels must be well linked to hotels, restaurants, theme parks, public parks, and so on. On an

even more fundamental level, no industry dependent upon advanced technology and high quality service can prosper without an educational system that produces people who are technologically sophisticated and adept at working with one another. Public-private cooperation is essential to a 21st century vision.

A VISION OF COMMUNITY.

Florida's 21st century vision should guide our efforts to function together as a community. The challenges facing our tourism industry illustrate how Florida's future depends upon our capacity to recognize our dependency upon one another. Each of our major categories of challenges -- economic, environmental, and social -- are interrelated. The solution to one set of problems is not possible without addressing the other problems as well. Such an integrated approach to problem solving is not possible if we do not act as a community.

MEANING OF COMMUNITY. Florida's 20th century vision reflected our pioneer era in which the actions of one individual or local government had limited impacts upon others elsewhere. That is no longer true in our densely populated state, nation, or globe. The communitarian point of view emphasizes that rights, such as the right to vote, are accompanied by commensurate responsibilities to the community, such as the responsibility to serve on juries.

In a biting commentary in which he labeled Florida a "paradise lost," US News and World Report journalist Michael Barrone wrote, "Florida has everything going for it except a strong sense of community. And its awfully tough to solve problems when no one feels connected (1993, p. 53)." But what is this thing called "community"?

To begin with, a community offers its citizens a sense of belonging. Florida journalist Al Burt summed this up when he said, "What we need is a commitment of belonging to this state, the simple sense that this is home ((1991, p. 8)."

A sense of belonging to a community begins with the ability to participate meaningfully in its important decisions. New electronic media offer opportunities for dialogue between leaders and citizens to an unprecedented degree in the 21st century. Thus, creating a sense of community in Florida will become a process of creating meaningful networks of relationships between an array of entities -- state and local governments, schools, employers, and so forth.

Finally, a true community is something that transcends generations. The truest indicator of the presence of "community" is evidence that decisions are made in the best interest of future generations.

LOOKING AHEAD. In traditional times, community leaders could assume that the futures of their children would be very much like their own life experiences. In the dynamic information era, it is a certainty that things will change. The community that does not look ahead is more likely to fail to adapt well to those changes. It is also more likely to fail in its responsibility to its children.

If we develop our capacity to look ahead, it may become possible for more of our leaders

to act in a statesmanlike manner. Statespersons are leaders who can deal with the problems of the moment while fashioning a vision of the future. When such visions become widely shared, the development of a sense of community is underway. Florida needs such statesmanship badly as we approach the 21st century.

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