The best way to predict the future is to create it.

Peter F. Drucker
Drucker for Future Leaders (DFL) provides young people with a lifelong tool for effectiveness based on Peter Drucker’s Five Questions management framework.

THE FIVE QUESTIONS:

1. What is my mission?
2. Who is my customer?
3. What does the customer value?
4. What are my results?
5. What is my plan?

Students have applied the Five Questions to improve their schoolwork, design and implement community service projects, pursue their academic and career goals, and organize a wide range of personal and group projects.

DFL derives from the work of Peter F. Drucker (1909–2005)—the “father of modern management,” a 2002 recipient of the Presidential Medal of Freedom, and one of the most influential thinkers and writers of the twentieth century. A product of the Drucker Institute at Claremont Graduate University (Claremont, Calif.), DFL is one way in which the Institute meets its mission to better society by stimulating effective management and responsible leadership.

To learn more about the Drucker Institute or DFL, please visit our website (www.DRUCKERinstitute.com) or contact the Institute’s senior program manager, Lawrence Greenspun, at Lawrence.Greenspun@cgu.edu.

"Knowledge has to be improved, challenged, and increased constantly, or it vanishes."

Peter F. Drucker
DFL unfolds in five stages, though teachers are encouraged to adapt and revise the program to suit their particular situation and goals as well as their students' needs. Many schools have had success implementing the curriculum over the course of a semester. We recommend allotting at least 10 weeks for DFL to run from start to finish. In the Additional Materials file of the DFL flash drive, you will find several lesson-by-lesson calendars for delivering Drucker for Future Leaders. These include recommendations for the time to leave between lessons for students to complete their work.

In the Training and Support Videos file of the DFL flash drive, you will find a very brief video that provides a good overview of the program. There is both a teacher and a student version of the video. You might use the student version as a quick introduction of DFL to your students prior to beginning the program.

**Stage 1: DOING "GOOD" WELL**

In Stage 1, students consider the "health" of society at large and their local community. They learn about the power individuals possess to exert a positive influence on the world around them. The curriculum also emphasizes the difference between merely wanting to do good (having good intentions) and actually doing good well (producing a measurable impact and positive results). The key to doing good well is management, which involves maximizing the effectiveness of human performance.

**Stage 2: LEARNING THE FIVE QUESTIONS**

In Stage 2, students are introduced to the field of management and one of its pioneering and most prominent thinkers, Peter Drucker. Drucker's Five Questions management framework is taught in detail to the students, who also see how other students have used the Five Questions to design and manage community service projects that have had significant impact on their local communities.

**Stage 3: PUTTING THE FIVE QUESTIONS TO WORK**

In Stage 3, students develop and implement a Five Questions plan to address a community need or issue. The students carefully measure their results in order to evaluate their impact and determine whether they have met their mission.

**Stage 4: PUTTING THE FIVE QUESTIONS TO WORK FOR YOU**

In Stage 4, the students gain insights from Peter Drucker's famous Harvard Business Review article "Managing Oneself." The students integrate these lessons and other key Drucker-based management concepts with the Five Questions to develop a self-management plan, creating a road map to college and beyond.

**Stage 5: FOLLOWING UP AND FOLLOWING THROUGH**

In Stage 5, you have the opportunity to help your students follow through on their self-management plans. By establishing a mentoring system or some other form of follow-up, you can help ensure the long-term impact of DFL on your students’ lives. It is hoped that the "graduates" of the program will stay involved and eventually become alumni mentors themselves. The Drucker Institute has arranged with DFL schools and school districts for a third-party evaluation of the program’s impact and results. Your students should be completing an online survey prior to the start of DFL and then again after its conclusion. This is a required part of the program. If arrangements have not already been made for your students to participate in the DFL assessment process, please contact Lawrence Greenspun of the Drucker Institute immediately at Lawrence.Greenspun@cgu.edu.

DFL is part of the larger Drucker for Future Leaders Collection, a suite of initiatives that includes two 2.5-hour workshops: the Drucker-Service-Learning Workshop and the Drucker-Pathways-to-College Workshop. To learn more about the full range of opportunities in the Drucker for Future Leaders Collection, please contact Lawrence Greenspun of the Drucker Institute at Lawrence.Greenspun@cgu.edu.
BACKGROUND

Some background information about Peter Drucker is provided below. To learn more, you might want to read Drucker's excellent autobiography, Adventures of a Bystander, or Jack Beatty's The World According to Peter Drucker. Beatty's Atlantic Monthly piece, “The Education of Peter Drucker,” is also worthwhile.

A brief overview of the Drucker Institute is provided below. To learn more about the Drucker Institute and Archives, please visit our website (www.DRUCKERinstitute.com).

ABOUT PETER DRUCKER

Born in Vienna on November 19, 1909, Peter Drucker had a profound impact on how people around the world organize themselves in the realms of business, government, and civil society.

Drucker's 39 books, along with his countless scholarly and popular articles, predicted many of the major developments of the late twentieth century, including privatization and decentralization; the rise of Japan to economic world power; the decisive importance of marketing and innovation; and the emergence of the information society with its necessity of lifelong learning. In 1959, Drucker coined the term "knowledge worker," and he spent the rest of his life examining an age in which an unprecedented number of people use their brains more than their backs.

Drucker's first major work, The End of Economic Man, was published in 1939. Driven by an insatiable curiosity about the world around him—and a deep desire to make that world a better place—Drucker continued to write long after most others would have put away their pens. The result was a ceaseless procession of landmarks and classics: Concept of the Corporation in 1946, The Practice of Management in 1954, The Effective Executive in 1967, Management: Tasks, Responsibilities, Practices in 1973, Innovation and Entrepreneurship in 1985, Post-Capitalist Society in 1993, Management Challenges for the 21st Century in 1999.

Drucker, who had taught at Sarah Lawrence College, Bennington College, and New York University, spent the last 30-plus years of his career on the faculty at Claremont Graduate University. In 2001, he received the Presidential Medal of Freedom, the nation's highest civilian honor. He died in November 2005, just shy of his 96th birthday.

ABOUT THE DRUCKER INSTITUTE

The Drucker Institute at Claremont Graduate University is a think tank and action tank whose purpose is to better society by stimulating effective management and responsible leadership. It does this, in large part, by advancing the ideas and ideals of the late Peter F. Drucker, the father of modern management.

To meet its mission, the Institute hosts collaborative forums for executives from across all sectors; works with high school and middle school students to teach them basic management principles and equip them with lifelong tools for effectiveness; produces curricular material that distills Drucker's decades of leading-edge thinking, including a management training system called the Drucker Management Path; and acts as a hub for a worldwide network of Drucker Societies: volunteer-driven organizations that are using Drucker's teachings to bring about positive change in their local communities.

In addition, the Institute maintains a digital archive of Drucker's papers and other holdings related to the fields of management and leadership; undertakes research that builds on Drucker's writings; offers an annual $100,000 prize for nonprofit innovation; applies Drucker's work to current events (through a regular online column on Forbes.com by Institute Executive Director Rick Wartzman, a blog called the Drucker Exchange, and a monthly radio show called "Drucker on the Dial"); and hosts visiting fellows with Drucker-like insights and values.

The Institute is a close affiliate of the Peter F. Drucker and Masatoshi Ito Graduate School of Management, which is training the next generation of leaders and managers to do good while they do well. For more on the Drucker Institute, please visit: www.DRUCKERinstitute.com.
Educators are encouraged to invite community stakeholders from the corporate world, nonprofit organizations, the civil sector, and elsewhere to help deliver DFL. Almost anyone with a background in management will at least be familiar with Peter Drucker and his work, and many will be excited to get involved.

Volunteers from the business world might be accessed through a chamber of commerce or other local business or professional associations. Most large corporations also have an office of community involvement or social responsibility that might direct interested individuals or even a corporate team your way.

Many cities and towns have a community foundation or volunteer center that can be contacted about potential volunteers from the social sector, while public sector support might be accessed through government offices that coordinate community service and outreach. At a minimum you should have the volunteers commit to four visits to your classroom—two to coach the students in developing their Five Questions community service project management plans and two to guide the students in developing their personal self-management plans. You'll find, however, that the more involved and invested the community stakeholder volunteers are, the more robust and meaningful the program is for everyone.

Additionally, the Drucker Institute oversees the Drucker Society Global Network—a worldwide association of individual volunteers who deliver Drucker-based programming (including Drucker for Future Leaders) in their local communities. Please contact Lawrence Greenspun (Lawrence.Greenspun@cgu.edu) of the Drucker Institute to find out whether there are Drucker Society volunteers in your area.

When signing up volunteers, you should try to lock them in to an ongoing commitment to mentor the students in the final stages of the program in which the students develop a Five Questions plan to map out their post-high school plans. While it's wonderful if the volunteers want to continue to meet occasionally with their mentees to review the progress of the students' plans, even an email once a quarter to check in has great value and can make a difference in a young person's life. Please see Stage 5 of this DFL Teacher's Guide and the Training and Support Videos in the DFL flash drive for more information on how community stakeholders and volunteers can play a transformational role in your students' lives.

The Drucker Institute would be happy to put you in touch with educators with experience in delivering Drucker for Future Leaders or connect you to other schools and teachers currently implementing DFL. To learn more about how to reach the growing Drucker for Future Leaders network, please send an email to the Institute's senior program manager at Lawrence.Greenspun@cgu.edu.

An organization is not like an animal, an end in itself, and successful by the mere act of perpetuating the species.
An organization is an organ of society and fulfills itself by the contribution it makes to the outside environment.

Peter F. Drucker