C·BS

**INTERNATIONAL
BUSINESS SCHOOL**

FUTURE SCENARIOS FOR SUSTAINABLE BUSINESS SOLUTIONS

Winter term 2021

Session 9 & 10: Implementation phase

CODE OF CONDUCT OF CBS

For lectures during the COVID19 pandemic

CBS
INTERNATIONAL
BUSINESS SCHOOL

1. Consent to the recording and provision of teaching content by the university

2. No further distribution of materials or recordings, not even in extracts

3. No publication (or "post") of any other person's private or confidential information, except with explicit permission

4. No own recordings (e.g. via Smartphone) of lectures, not even in extracts

5. Respectful & polite interaction – also online

SPECIAL RULES FOR ATTENDENCE LECTURES:

1. Documentation of attendance with seat and signature according to official regulations

2. Wearing of mouth/nose protection in the lecture rooms and staying away from the campus in case of symptoms of illness

3. Regular and thorough hand washing, as well as hand disinfection before the start of the lecture

4. Keeping a distance as far as possible and leaving seats free, as well as refraining from physical contact and shaking hands

5. Compliance with lecturers' instructions, particularly with regards to orders to leaving the lecture room in the event of violation of the guidelines

SCHEDULE
THURSDAYS, 08.45-12.00 – ROOM: SINGAPORE H.2.04

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No	Date	Phase	Topic
1&2	02.09.2021	Preparation	Course Introduction, Overview & Getting to know the group; Group Formations, Team Work & Choosing of Topics
3&4	16.09.2021	Critique phase	Global Challenges/UN SDGs & a beyond VUCA world; Guided Group Work: Collecting critical issues & Mapping systems
5&6	27.09.2021 16.15-19.30 Room: Business Lounge	Critique phase / Visioning phase	Excursion: Express and explore your utopia through creative means
7&8	14.10.2021	Visioning phase	Imagining future realities (e.g., Future Game 2050); Future Research, Foresight, scenario development etc.
9&10	28.10.2021	Visioning phase / Implementation phase	Translating Utopia: Evaluation ("DNA") of utopia & strategic analysis ("retropolation"); How to make it happen: Backcasting Methodology & Exercise
11&12	18.11.2021	Implementation phase	Excursion: Prototyping your solution with Lego Serious Play (LSP)
13&14	25.11.2021	Presentations, debriefing, and feedback	Final Presentations & Handing in Progress- and Reflection Journal (Coursework), Feedback and Debriefing

ADMINISTRATIVE DETAILS

COURSE WORK DUE DATES
FIRST PART: MEDIA FORMAT & SHORT PRESENTATION [GROUP WORK]

- Choose your media format (*pick only one of the following*)
  - Video (8-10 minutes)
  - Podcast (25-30 minutes)

- Prepare your output and give us a short presentation (5 minutes)
  - what have you developed and why (why this topic, why this format, some details on your approach)?
  - **Date: online on December 2nd**

- **70% of your grade (group grade)**

COURSE WORK DUE DATES
SECOND PART: REFLECTIVE JOURNAL [INDIVIDUAL WORK]

- After each session, you will receive guiding questions which will compose your journal

  - Use CBS style guide (including the regular cover page, table of contents, in-text citations/reference list)
  - Please write 1-2 pages after each session, a total of min. 3000 words
  - Compile the different questions into one pdf
  - Upload it via Moodle
  - **Submission date: November 26th, 23:59 (latest)**

- **30% of your grade (individual grade)**

FREEWARE FOR AUDIO / VIDEO RECORDING

All video freeware listed below can also be used for audio file generation/podcast as well.

- Podcast (audio only):
  - Anchor (App): https://anchor.fm/
  - Audacity: https://www.audacity.de/ (most commonly used)

- Video (audio and video):
  - DaVinci Resolve (up to Version 17.3.2 is free) https://www.blackmagicdesign.com/de/products/davincireso lve/ (you can also download the freeware from webpages of other providers)
 - OBS Studio https://obsproject.com/de
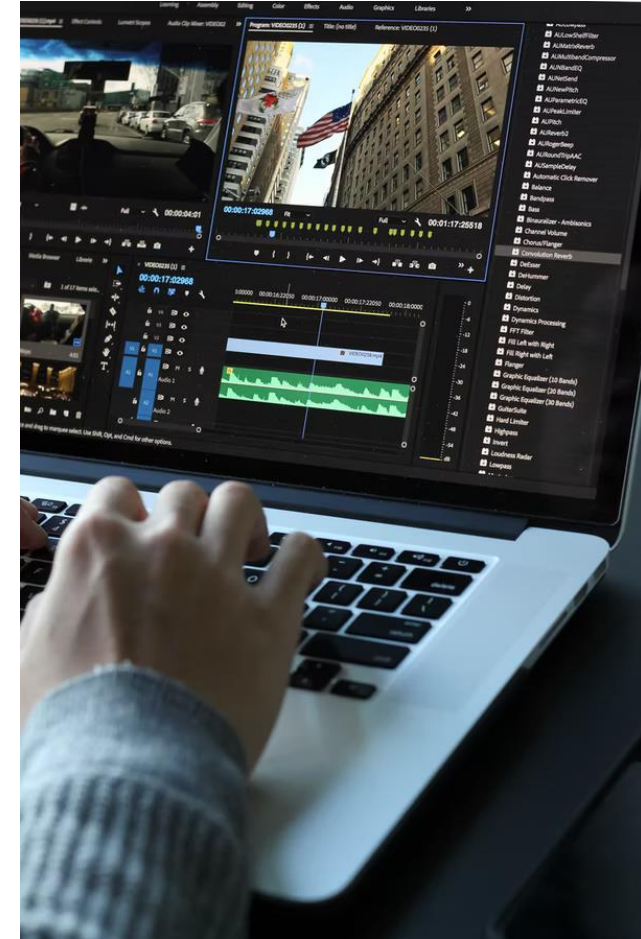
UTOPIA / SCENARIOS
AND TRANSFORMATION –
A BRIEF RECAP

UTOPIA
DEFINITION

- The word "*utopia*" is derived from the Greek and means something like "**not place**": ou = not; tópos = place)

- More correct would actually be the word "*eutopia*", which describes a **good or beautiful place,** eu = good). Because of the identical pronunciation of utopia and eutopia in English, the term eutopia has been displaced over time.

Source: https://www.realutopien.de/en/
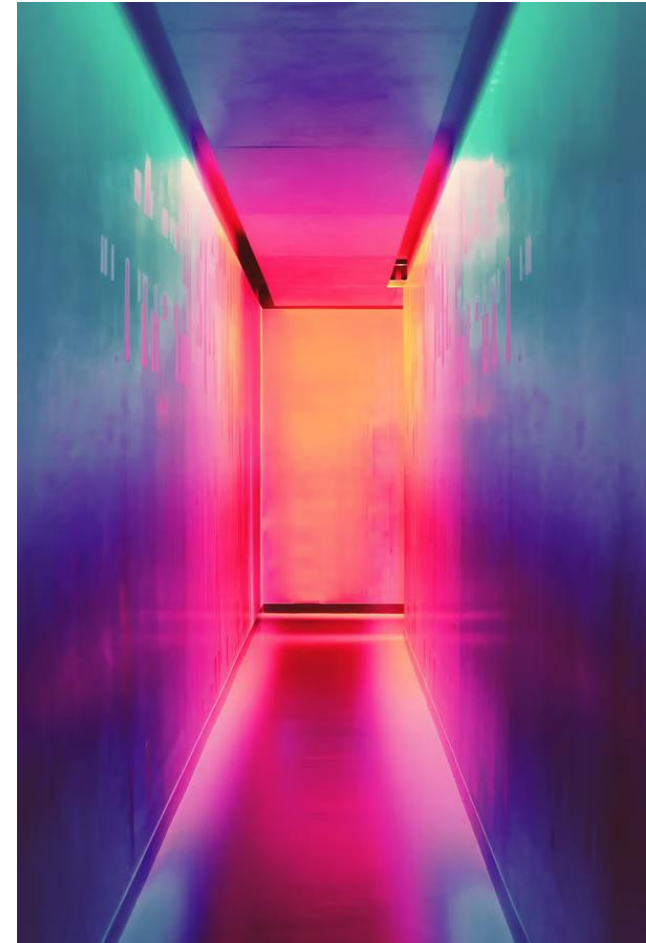
THE POWER OF UTOPIAS

- Utopias or visions are places of longing and can serve as positive guiding stars for social developments. They contain **solutions and visions for a better and more beautiful world**.

- Utopias can be used as a **tool for social change**
  - They can inspire people and invite them into a **new way of thinking and acting**
  - They inspire us to think about the question "What kind of society would I like to live in?" and **seek answers to how mechanisms of such a society would work**
  - Utopias can **promote inspiration, motivation, creativity, and openness** to novelty and change

  Organizations and individuals can also develop utopias, which act as an attractor and give direction to their own actions.

Source: https://www.realutopien.de/en/

PRINCIPLES OF UTOPIA DEVELOPMENT

- **Plurality of utopias**: Utopias are a process of negotiation, i.e. individuals each have their own ideas about what a good life means to them (approach to basic needs, freedom and sustainability)

- **Openness vs. rigidity**: Which concretion is followed? From basic values to meticulous implementation; depending on the occasion, different utopias are needed

- Description in such a way that new values, principles and **decisive otherness** become visible (next level of a system, not only a continuation)

Thus:

- Do not regard utopian values and solutions as "true" or absolute (=relative utopias).

- View utopias as unfinished, preliminary, flexible proposals for a better world (=open utopias)

- Actively invite criticism and constructive feedback to broaden one's own limited perspective

Source: https://www.realutopien.de/en/

FUTURE SEARCH OR FUTURE WORKSHOP
REVEAL-REFRAME-RETHINK-REDO

- Involving multiple stakeholder groups that represent as many parts of the whole system as possible
  - ✓ Step 1: getting to know the group more personally
  - ✓ Step 2: thinking about the past and collecting stories about the topic of the workshop
  - ✓ Step 3: thinking about the present and current trends and discussing selected trends more profoundly

  Ideas (Step 1-3) and comments will then be discussed in the plenum

  - ✓ Step 4: jointly developing desirable futures and identifying common themes across the group
  - ✓ Step 5: How can the different stakeholders contribute to the implementation of these common themes?

Source: Bergheim, S., & Zimmermann, H. J. (2021). Futures - Open to Variety: A Manual for the Wise Use of the Later-Than-Now. Zgf Publishers. (Chapter 10)

THINKING ABOUT THE FUTURE
HOW YOU OVERCOME SIX COGNITIVE HURDLES

1. **The future does not concern me personally (identity distortion)**

   Do not think of yourself in the future but slip into a role that acts in the future. In this way you can sympathize with it, like in a movie.

2. **Change is bad for business (status quo distortion)**

   Change is the real status quo in business models! Even if our needs are very constant, the way we satisfy them is not.

3. **We all agree! Great! (groupthink distortion)**

   Of one opinion you are surely only superficially. Openly addressing opinions makes a team more resilient and allows you to grow.

4. **My future will be wonderful (optimism bias)**

   The future will be neither utopian nor dystopian. It's in the gray areas in between where it gets really exciting!

5. **Experts do not know what they do not know (expert bias)**

   Accept that there are things that no one can know. So there is room for design.

6. **In case of uncertainty, do what you know (confirmation bias)**

   Do what is necessary for your desirable future. Align yourself forward and be open to failing. That's okay!

EXERCISE 1
FUTURES WHEEL

Futures Wheel on Your Topic

Complete one or more Futures Wheel(s) about a "What if?" from your topic.

FACILITATOR TIP #23

5 MIN — **Gather** in groups of four with markers and chart paper or with chalk on the sidewalk!

30 MIN — **Start** with the "What If?" question you chose in the last play. Ask yourself: What might happen next? Working with your group, come up with 3-4 possible consequences and write each one in a bubble that connects to the center.

Then ask yourself: What happens as a result of the first set of consequences? Write those consequences in another layer of bubbles.

Continue until you have at least four layers of consequences. Remember to add positive and negative consequences in one branch. To check yourself, write - or + and the related STEEP category next to each bubble. Add more bubbles if you have too many of one kind of consequence.

5 MIN — **Choose** the consequences you think are most interesting or represent the biggest change from the future you originally imagined.

Possible Consequences:

01 _____

02 _____

03 _____

Please use Miro for all exercises!

Source: King, K., & West, J. R. (2018). Futures Thinking Playbook. https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final (page 100f.); Bengston, D. N., Westphal, L. M., & Dockry, M. J. (2020). Back from the Future: The Backcasting Wheel for Mapping a Pathway to a Preferred Future. World Futures Review, 12(3), 270–278. https://doi.org/10.1177/1946756720929724

EXERCISE 1
FUTURES WEEL EXAMPLE
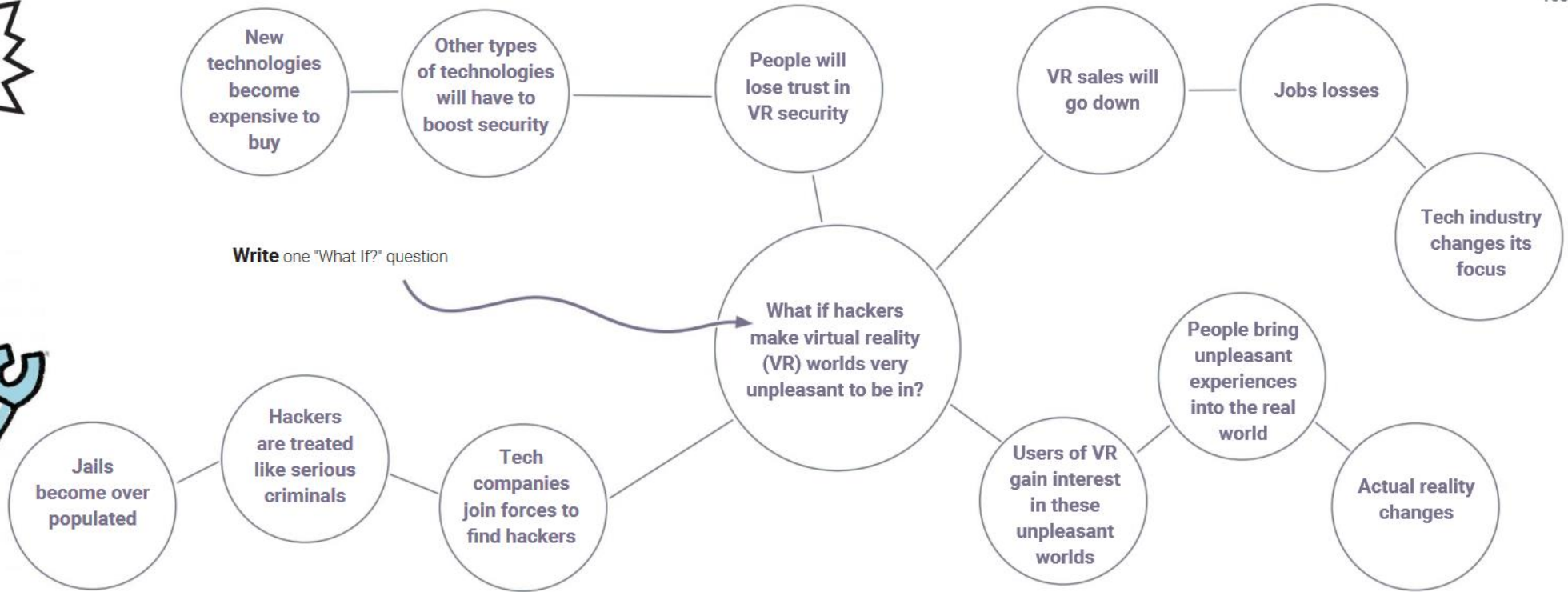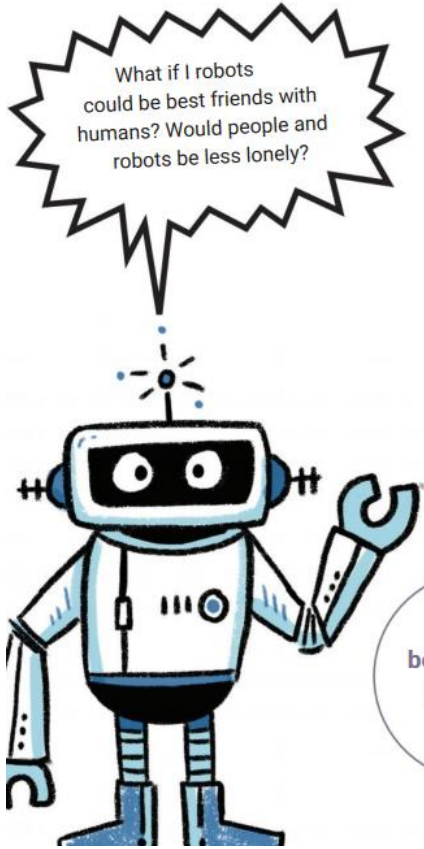
Source: King, K., & West, J. R. (2018). Futures Thinking Playbook. https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final (page 103)

TRANSFORMATION –
BY DESIGN OR DISASTER

WHAT IS TRANSFORMATION?
DIFFERENT DEFINITIONS

A step to the next evolutionary level

Update of the operating system of our society

WHAT IS TRANSFORMATION?
…AND WHICH QUESTIONS DO WE NEED TO ASK?

Technology
How do we solve problems?

Economy
What do we consider wealth/prosperity? Why are we doing business?

Politics
How do we organize society?

Psychology
How do we ensure mental health?

Science
How do we generate knowledge?

Spirituality
Who are we? How do we generate „meaning"?

Culture
How do we generate collective meaning? What are shared norms and values?

Source: https://www.realutopien.de/en/

UPDATE OF THE OPERATING SYSTEM
CENTRAL LOGICS OF OUR SOCIAL OPERATING SYSTEM

- Cooperation or competition?

- Regeneration or extraction?

- Systemic thinking or linear mechanical thinking?

- Co-creation or hierarchy?

UPDATE OF THE OPERATING SYSTEM
THE THREE LAYERS OF TRANSFORMATION

Source: https://www.rethinkandfocus.com/429718297/6801537/posting/; https://www.realutopien.de/en/
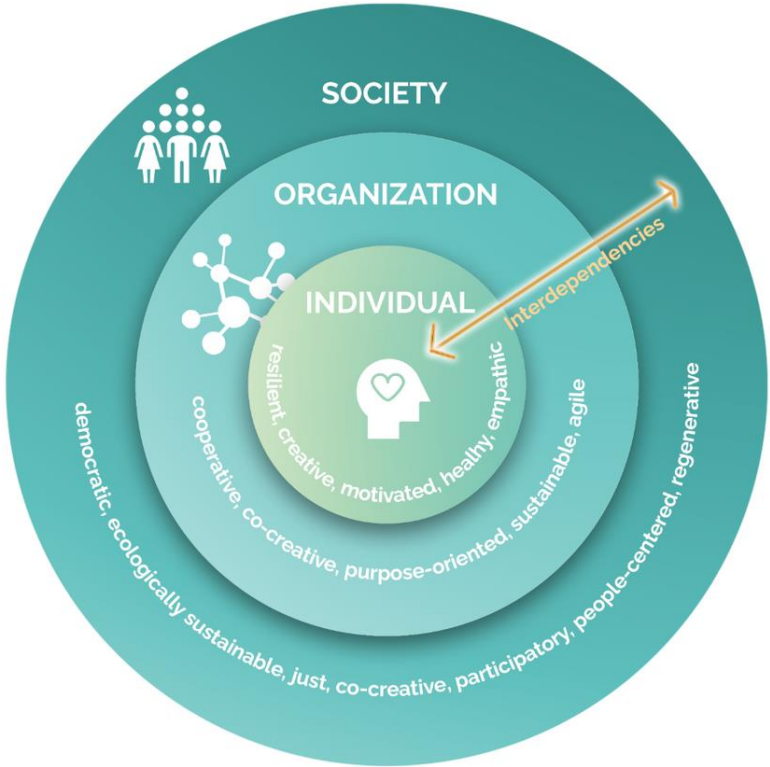
LEVERAGE POINTS OF COMPLEX SYSTEMS
UTOPIA AS NEW NARRATIVES FOR SYSTEMS CHANGE

https://www.youtube.com/watch?v=3oFTzER9P5U

Source: https://www.systemsinnovation.io/courses; https://www.systemsinnovation.io/systems-change; https://www.youtube.com/watch?v=3oFTzER9P5U
https://www.forumforthefuture.org/blog/the-power-of-changing-narratives-for-systems-change

12 LEVERAGE POINTS OF SYSTEMS CHANGE (DONELLA MEADOWS)

„Leverage points. Places to Intervene in a System (1999)"

Increasing order of effectiveness →

12. Constants, parameters, numbers (such as subsidies, taxes, standards).
11. The sizes of buffers and other stabilizing stocks, relative to their flows.
10. The structure of material stocks and flows (such as transport networks, population age structures).
9. The lengths of delays, relative to the rate of system change.
8. The strength of negative feedback loops, relative to the impacts they are trying to correct against.
7. The gain around driving positive feedback loops.
6. The structure of information flows (who does and does not have access to information).
5. The rules of the system (such as incentives, punishments, constraints).
4. The power to add, change, evolve, or self-organize system structure.
3. The goals of the system.
2. The mindset or paradigm out of which the system — its goals, structure, rules, delays, parameters — arises.
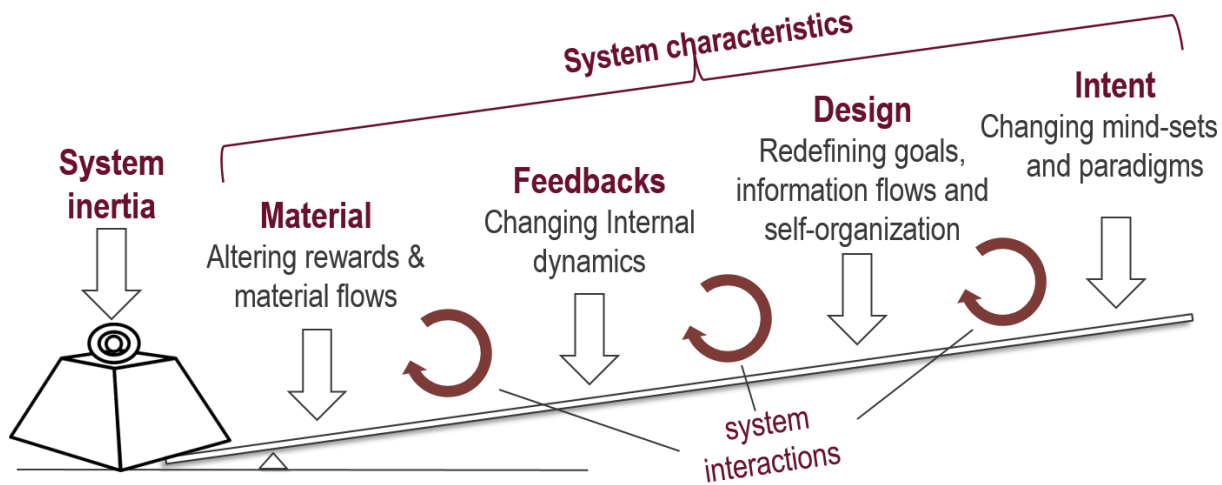1. The power to transcend paradigms.

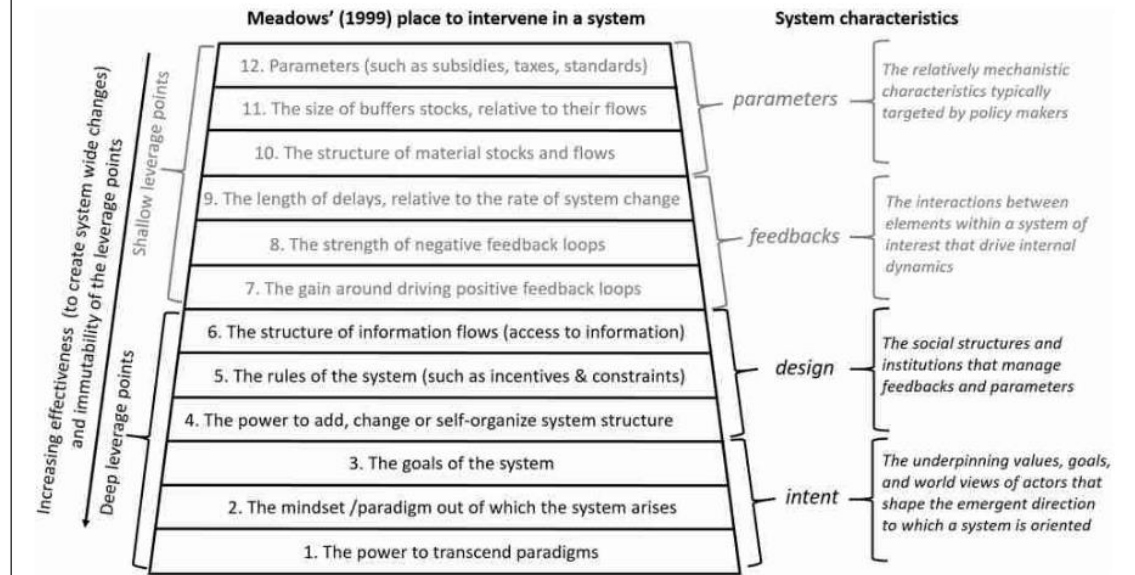""We can't control systems or figure them out. But we can dance with them" — Donella Meadows

Source: http://sustainer.org/pubs/Leverage_Points.pdf; https://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/; https://donellameadows.org/

Box 2 From twelve leverage points to four system characteristics

The four system characteristics represent a nested hierarchy of, tightly interacting, realms of leverage within which interventions in a given system of interest may be made. Deeper system characteristics constrain the types of interventions possible at shallower realms of leverage

Source: Abson, D. J., Fischer, J., Leventon, J., Newig, J., Schomerus, T., Vilsmaier, U., Wehrden, H. von, Abernethy, P., Ives, C. D., Jager, N. W., & Lang, D. J. (2017). Leverage points for sustainability transformation. Ambio, 46(1), 30–39; https://leveragepoints.org/updates/
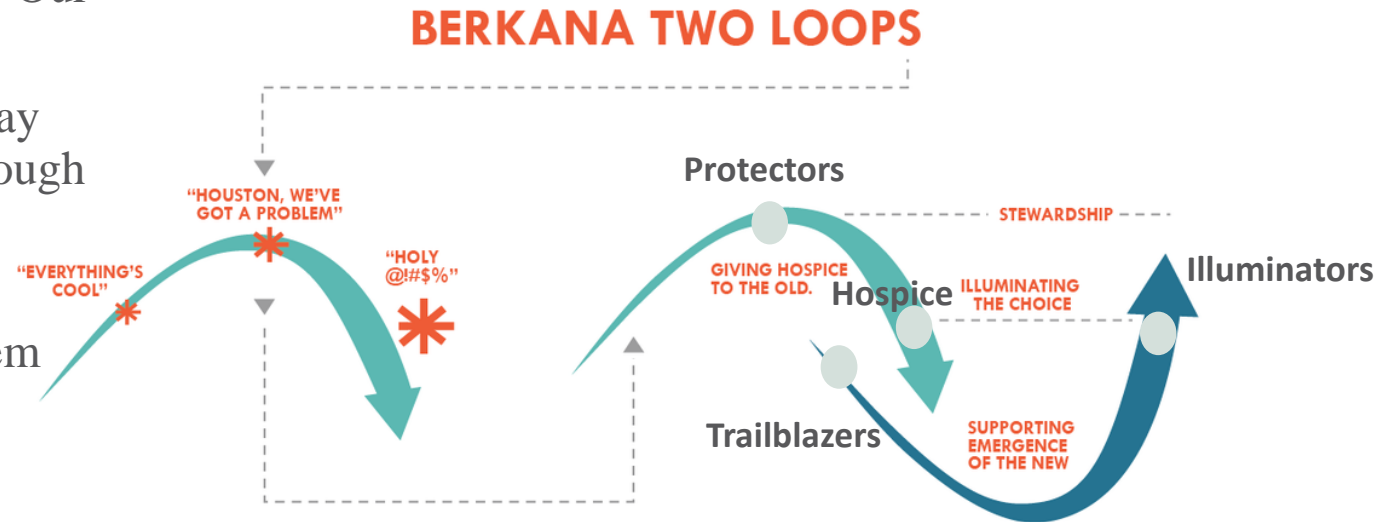See also: https://medium.com/10x-curiosity/systems-archetypes-places-to-intervene-b778debac0ed
https://medium.com/converge-perspectives/identifying-leverage-points-in-a-system-3b917f70ab13

TRANSFORMATION THEORIES
TWO LOOPS MODEL (MEG WHEATLEY & DEBORAH FRIEZE)

- **Trailblazers** — People who are eager to be free and experiment with a healthier and more resilient future. Our pioneering path finders.

- **Hospice workers** — People who compassionately stay within the collapsing system and guide its people through the transition to the emerging alternatives.

- **Illuminators** — People who tell the stories of the emerging system so others can find them and join them and to make wiser choices about their future.

- **Protectors** — People who have the power in the dominant system to create space for innovation and experimentation with giving birth to the new.


BERKANA TWO LOOPS

"EVERYTHING'S COOL"
"HOUSTON, WE'VE GOT A PROBLEM"
"HOLY @!#$%"
Protectors
STEWARDSHIP
GIVING HOSPICE TO THE OLD.
Hospice
ILLUMINATING THE CHOICE
Illuminators
Trailblazers
SUPPORTING EMERGENCE OF THE NEW

TRANSFORMATION THEORIES
GAME CHANGE APPROACH

- An **eternal battle of attitudes** keeps us collectively stuck and deprives us of the creativity to discover and implement new solutions.

- High **social transaction costs** and **negative externalities** due to entanglements and hardened conflicts (exacerbated by social media, among other things), analogous to negative ecological externalities **inhibiting factors for constructive change**

- The goal must be to overcome the **logic of war**: if we fight each other group-specifically, we actually only continue the old against each other instead of with each other.
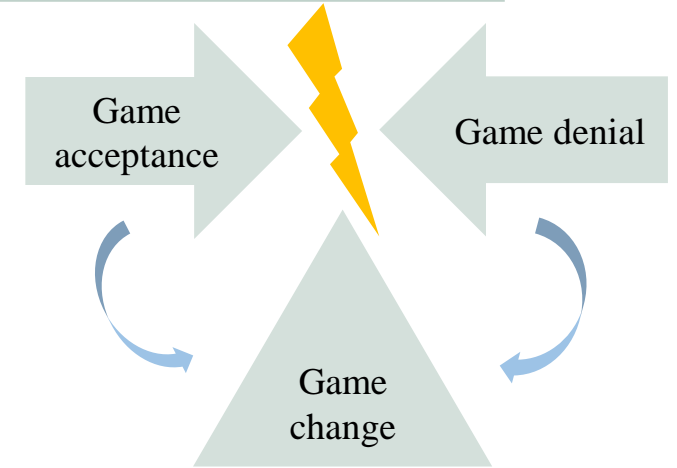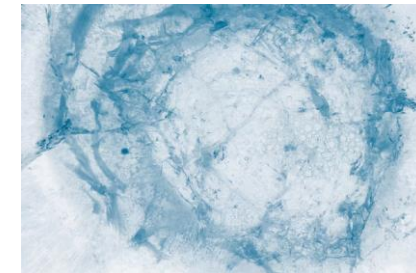

Unfreeze	Change	Refreeze

Source: Lewin, K. (1947). Frontiers in group dynamics. Concept, method and reality in social science. Social equilibria and social change. *Human Relations*, 1(1), 5–41.

TRANSFORMATION THEORIES
THE TRANSFORMATION PROCESS
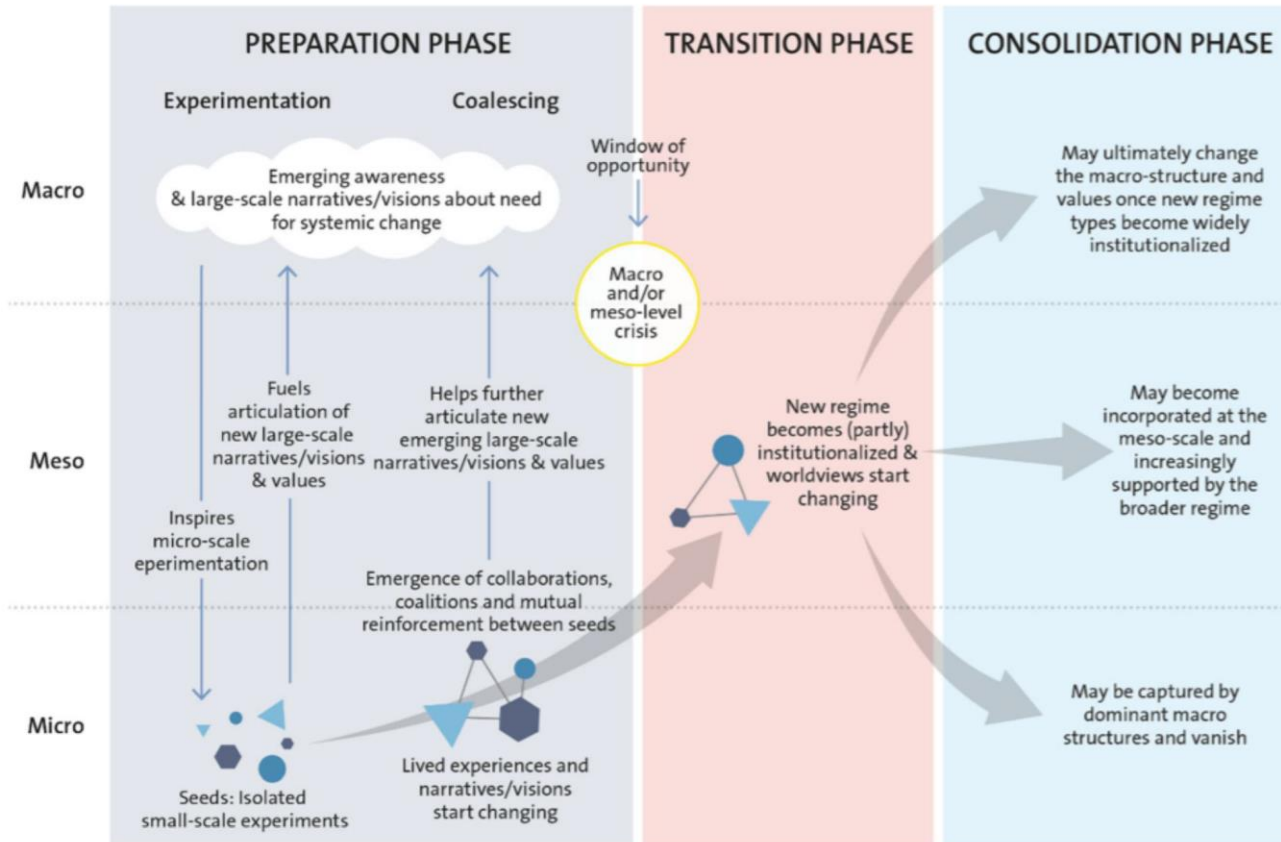
- Realutopian niche solutions diffuse into the mainstream

- Times of crisis are moments in which new visions and piloted approaches are particularly important

Source: Folke, C. et al. (2021). Our future in the Anthropocene biosphere. Ambio, 50(4), 834–869. https://doi.org/10.1007/s13280-021-01544-8; Olsson, P., Folke, C., & Hahn, T. (2004). Social-ecological transformation for ecosystem management: the development of adaptive co-management of a wetland landscape in southern Sweden. Ecology and Society, 9(4); Geels, F. W. (2002). Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case-study. Research Policy, 31(8-9), 1257–1274.

SYSTEM TRANSFORMATION
A MULTILEVEL PERSPECTIVE

Fig. 2.6 Mind-sets in the multilevel perspective on transformations. *Source* Own illustration
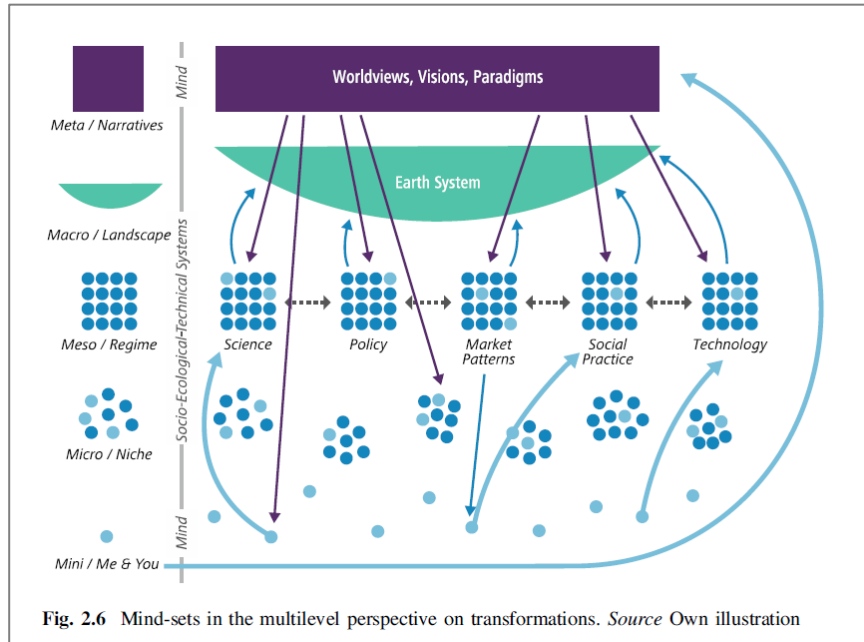
Source: Göpel, M. (2016). The Great mindshift: How a new economic paradigm and sustainability transformations go hand in hand. The Anthropocene: Volume 2. Springer Open. https://doi.org/10.1007/978-3-319-43766-8 (page 21; 47), based on Geels, F. W. (2005). The dynamics of transitions in socio-technical systems: a multi-level analysis of the transition pathway from horse-drawn carriages to automobiles (1860–1930). Technology Analysis & Strategic Management, 17(4), 445–476; Geels, F. W. (2011). The multi-level perspective on sustainability transitions: Responses to seven criticisms. Environmental Innovation and Societal Transitions, 1(1), 24–40. https://doi.org/10.1016/j.eist.2011.02.002; Geels, F. W., & Schot, J. (2007). Typology of sociotechnical transition pathways. Research Policy, 36(3), 399–417. https://doi.org/10.1016/j.respol.2007.01.003

Fig. 2.1 The multilevel perspective on system transformation. *Source* Geels and Schot (2010: 25)
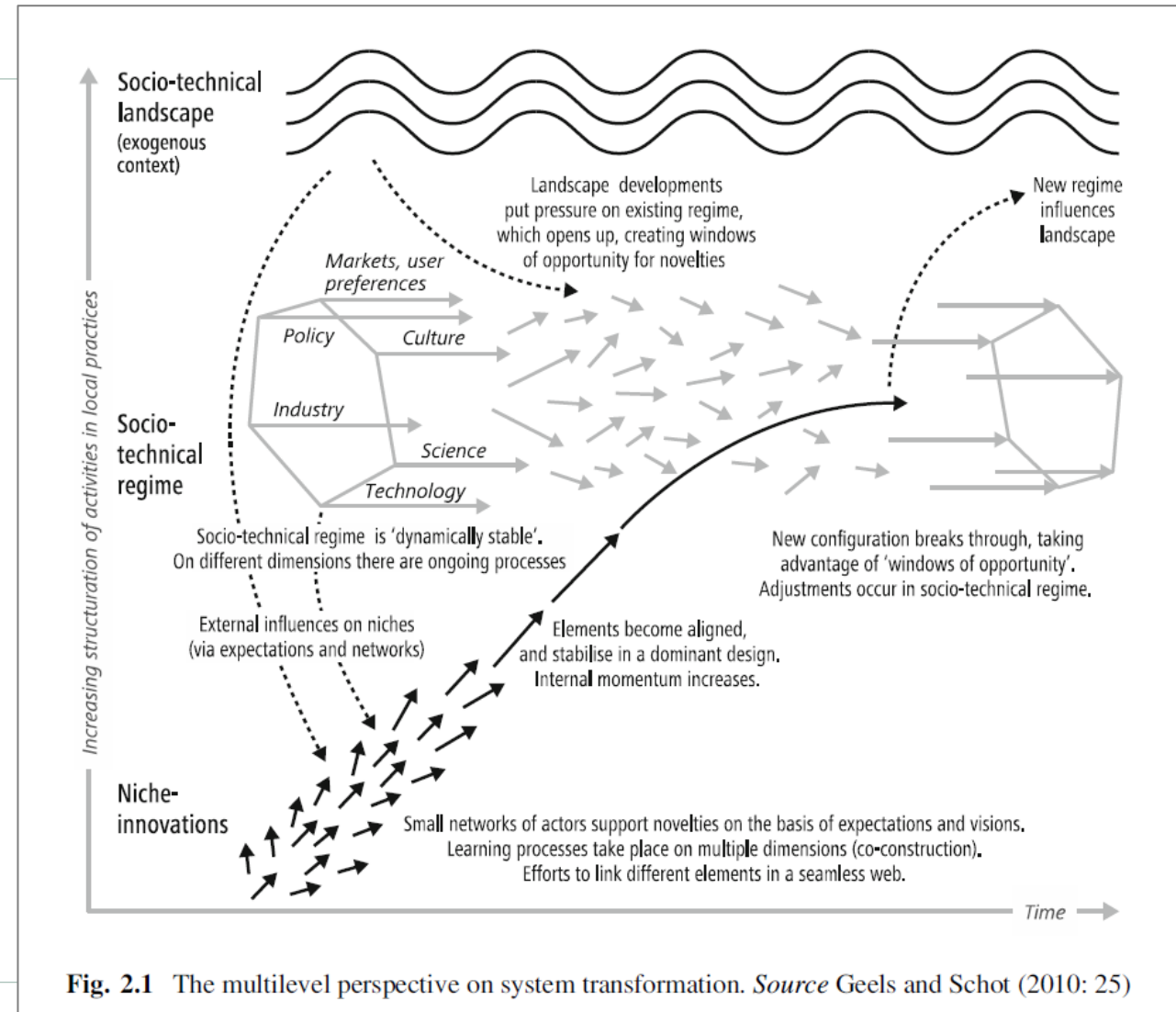
CONDITIONS AND FACTORS…
…FOR SOCIETAL TRANSFORMATION

- a) "Vision" - The visionary view of a better future (e.g., abolition of slavery, European integration).

- b) "Crisis" - strong crises motivate transformation process like hunger or development crises (e.g., Green Revolution and IMF structural adjustments)

- c) "Knowledge" - theoretical considerations about the future and precautionary principle motivate action (e.g., international agreement on the ozone hole)

- d) "Technology" - a technical innovation changes key areas (e.g., digitalization/IT revolution).

Source: https://www.wbgu.de/de/publikationen/publikation/welt-im-wandel-gesellschaftsvertrag-fuer-eine-grosse-transformation

EXERCISE 2
HOW TO INVOLVE STAKEHOLDERS

- Map stakeholders within your system (building on exercise 1). Try to think about their…
  - **Values**: What do you believe they care about in relation to this case? What do you believe is important to them?
  - **Loyalties**: Whose position might they feel is important not to go against and why? Who do they have close relationship with, or history, that they would not want to upset?
  - **Tensions/Losses**: If you made progress on this problem/case, what do you believe could make them tense or uncomfortable? Is there something they would lose or have to give up? What might it be?

PATH CONGRUENCE

FUTURE FUNNEL (ZUKUNFTSTRICHTER)

SPHERE OF POSSIBILITIES

HORIZON

Extrapolation

TODAY

Memories

FUTURES

Possible

Probable

Preferable

Near Future

Far Future

Past

+ 5 years

+ 10 years

+ 30 years

★ Scenario
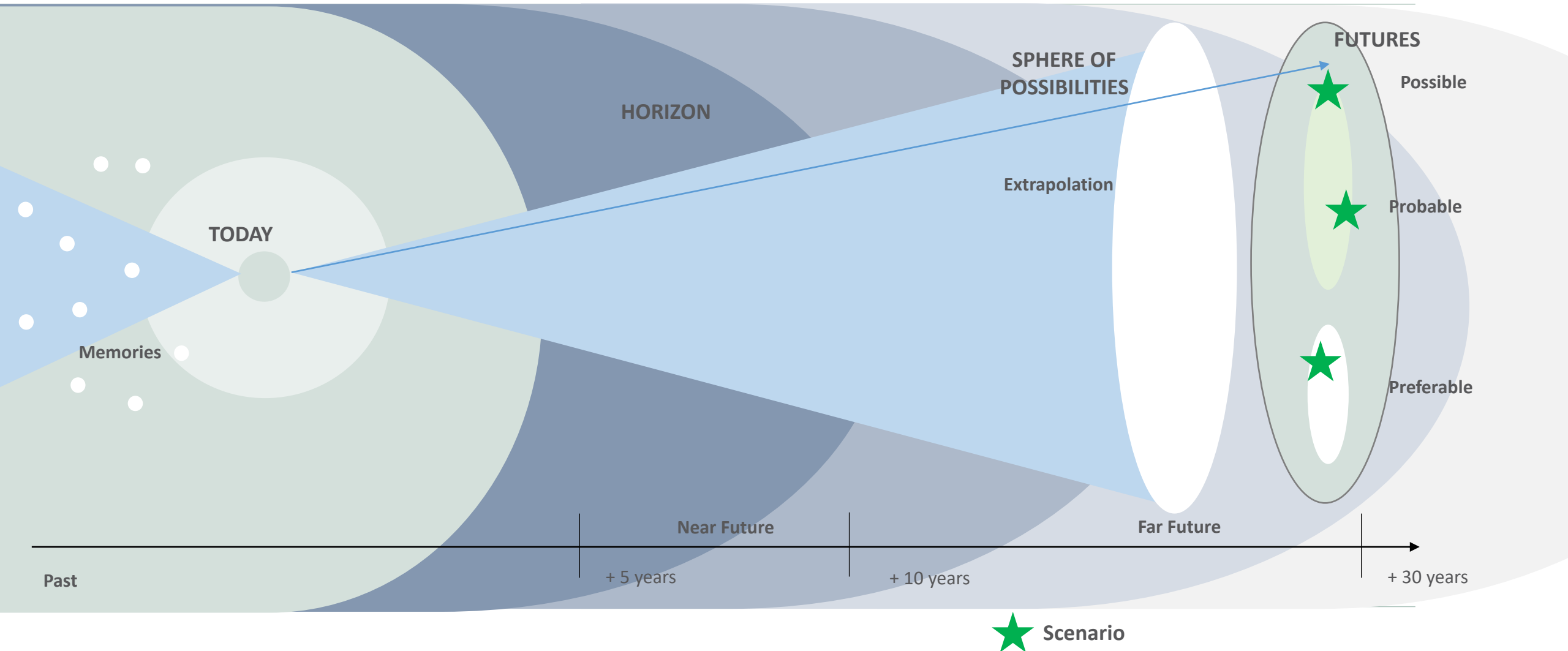
EXERCISE 3
YOUR PREFERRED FUTURE

Your Preferred Future

You have a sense of the different futures you and others imagined. Now it's time to think about your own preferences and opinions about these futures. FACILITATOR TIP # 26

| Probable = likely |
| Possible = not as likely, but not impossible |
| Preferred = what I want |

2 MIN **Compare** your notes to others in your group. Choose one future that several people believed was most likely.

5 MIN **Discuss** with your group:

- What makes this future probable?
- What about this future seems positive? Is it positive for everyone or just for some?
- What about this future seems negative? Is it negative for everyone or just for some?
- Overall, would you like to see this future come about?

2 MIN **Choose** one future that several people believed was preferred.

5 MIN **Discuss** with your group:

- What makes this future preferable?
- What about this future seems positive? Is it positive for everyone or just for some?
- What about this future seems negative? Is it negative for everyone or just for some?
- Overall, why would you like to see this future come about?

Source: King, K., & West, J. R. (2018). Futures Thinking Playbook. https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final (page 118f.)

EXERCISE 3
YOUR PREFERRED FUTURE

Probable = likely

Possible = not as likely, but not impossible

Preferred = what I want

Individually, write down one thing you would like to stop from happening in the future?

5 MIN

Individually, think about your group's discussion. What's one thing you would like to see happen in the future?

Source: King, K., & West, J. R. (2018). Futures Thinking Playbook. https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final (page 120f.)

CONGRUENCIES
LEVEL AND PATH CONGRUENCE

Society

A goal/initiative involves the different levels and the core is in each case across all levels

Path congruence

Utopia

Level congruence

The goal is embedded in the path already embedded in the way to the goal
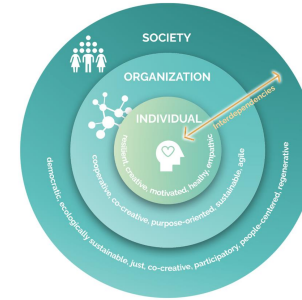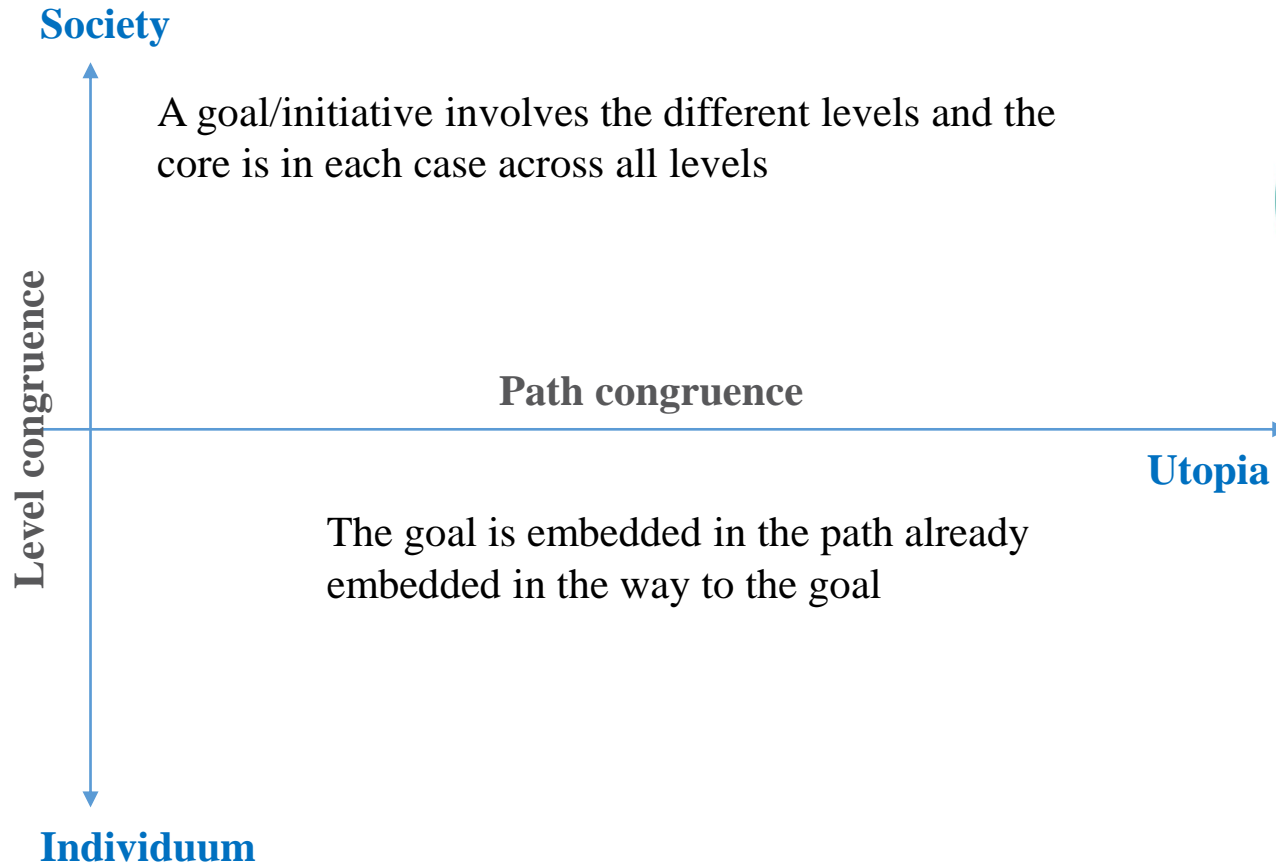
Individuum

Level congruence: **all levels are included in the utopia - individual, organizational and social**. The utopia neither ignores societal framework conditions, nor individual or cultural prerequisites for change.

Path congruence requires **realizing the principles and qualities of utopia already on the way to utopia.**
You cannot create utopia with anger, stress and isolated thinking. Useful question for everyday life: **"How would we move in our utopia towards toward this goal?"**

Source: https://www.realutopien.de/en/

WHAT IS EXTRAPOLATION / FORECASTING?

- We can "extrapolate" existing data into the future, which means: extrapolate and think ahead. This makes sense for data that are analyzed in **relatively closed systems or for time periods that are very short**.
  - Examples: the size of growth plates is used to calculate how tall a person will become; weather events can also be predicted well in the short term

- However, **more complex developments such as technologies and their influence on society depend on many factors**, which is why extrapolation often does not work here or leads to incorrect assumptions.
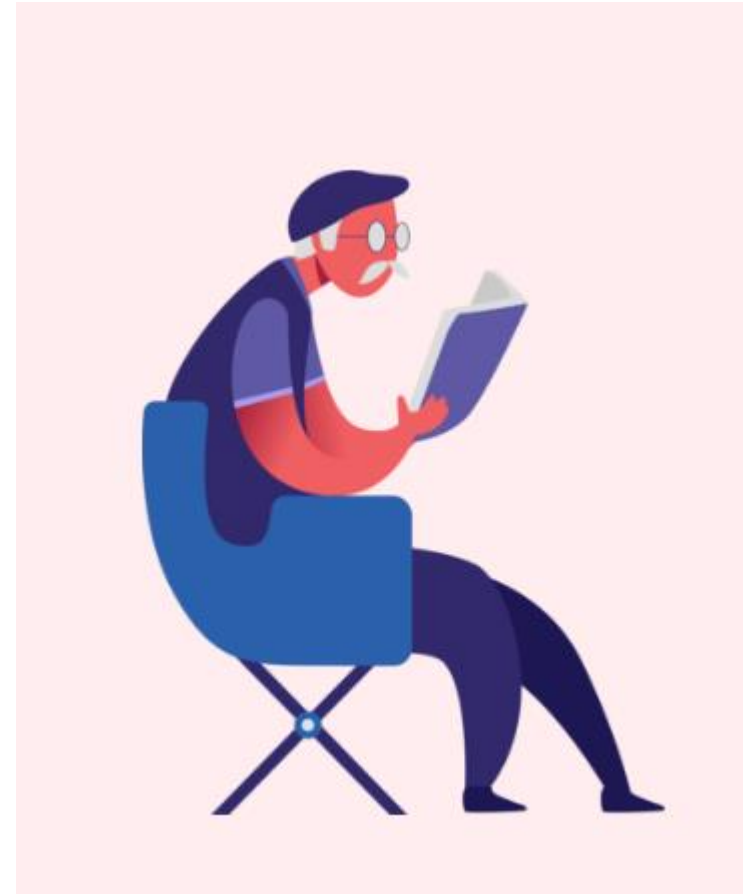
Source: https://www.thefuturegame2050.com/grundlagen-zukunft-strategie

WHAT IS BACKCASTING?

- Unlike forecasting, backcasting does not involve planning from today's situation into the future, but rather imagining a desirable future state (for example, in 25 years). From there, one **considers which steps (thought backwards into the present) must be taken to achieve this state**

- **Forecasting starts present and projects out**, but **backcasting is a preferred future imagined in steps** (example: SDGs/Agenda 2030)

Think about your industry now and draw your future pathway!

Example: all electric vehicles

Advances in technology for electricity production and charging

Cheap and available cars, electricity, and charging

Now

Aspirational future

More investment in clean energy research / infrastructure
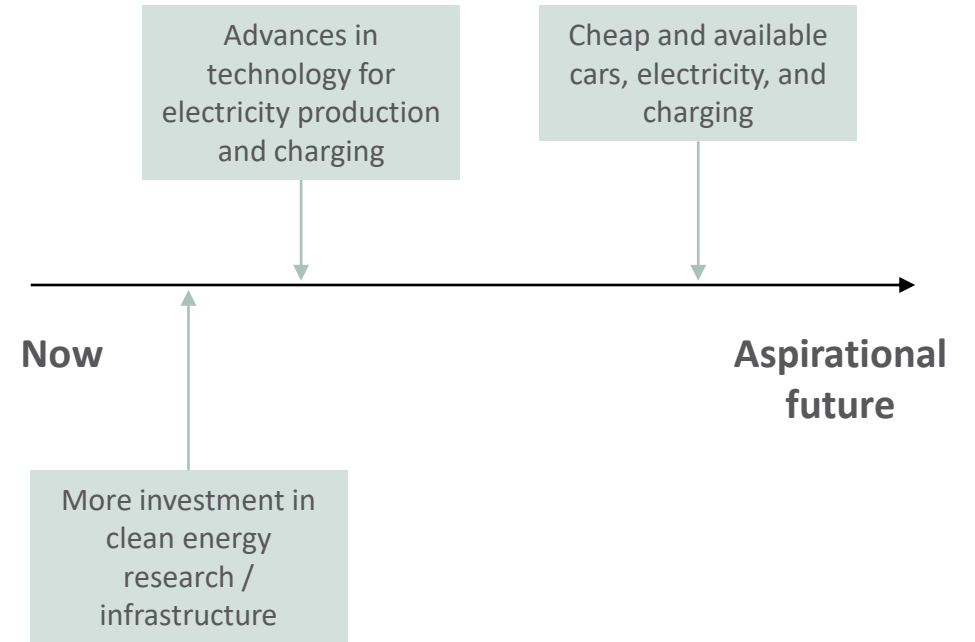
Source: Ebert, J. E. J., Gilbert, D. T., & Wilson, T. D. (2009). Forecasting and backcasting: Predicting the impact of events on the future. Journal of Consumer Research, 36(3), 353–366.
https://www.linkedin.com/learning/leading-like-a-futurist/backcasting

EXERCISE 4

As backcasting is a method for **planning the actions necessary to reach desired future goals**, this method is often applied in a workshop format <u>with stakeholders participating</u>.

These could be possible tasks:

- List down your long-term goals. Think of a time frame between 1 and 20 years.

- Work backwards to figure out the necessary actions to achieve the long-term goal. Step by step

- Collect insights over difficulties that might be encountered, steps that need to be taken and resources needed to achieve the goal.

Does it move us in the right direction?
Is it a flexible platform?
Is it a good return on investment?
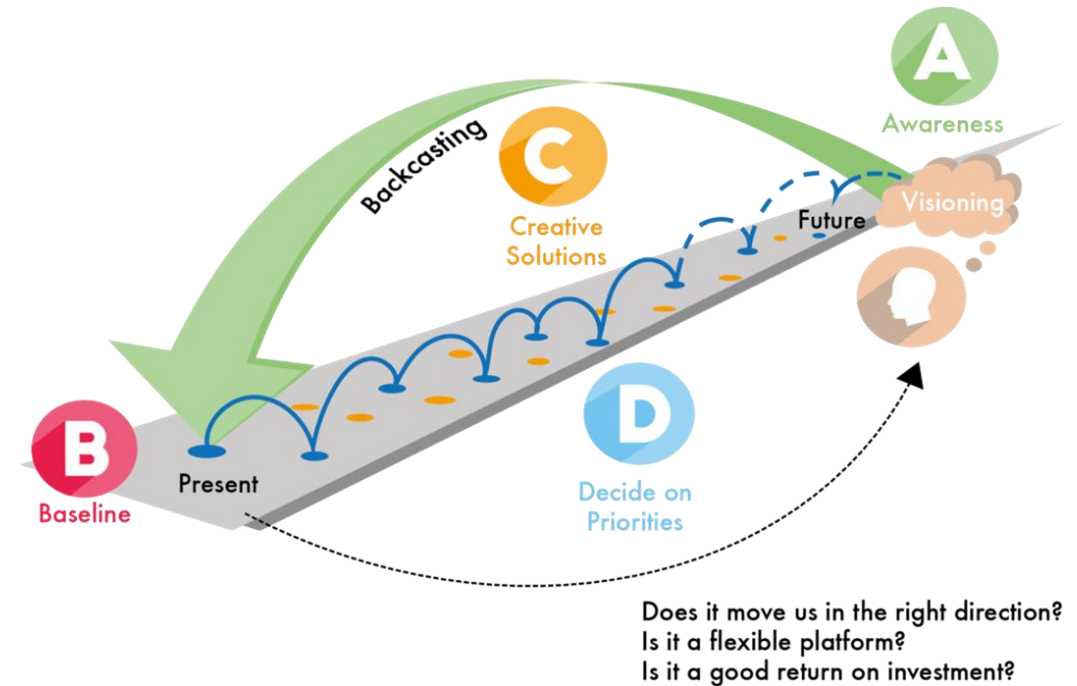
Source: Robinson, J. (2003). Future subjunctive: backcasting as social learning. Futures, 35(8), 839–856; Phdungsilp, A. (2011). Futures studies' backcasting method used for strategic sustainable city planning. Futures, 43(7), 707–714; https://www.pimcy.nl/en/backcasting-almost-as-easy-as-saying-abcd/

WHAT IS RETROPOLATION?
BACKCASTING TAKEN FURTHER

TOMORROW

TODAY

THE DAY AFTER TOMORROW
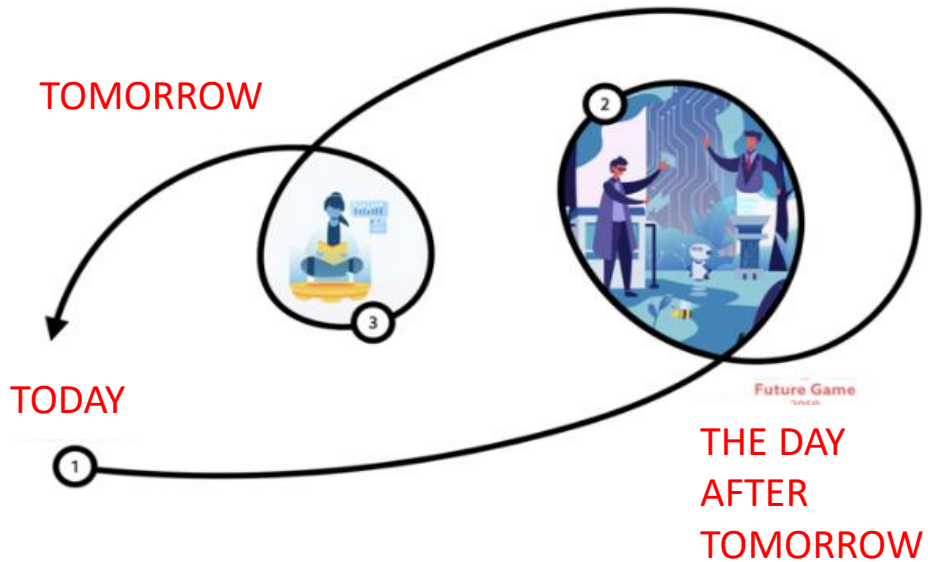
- We often get caught up in the present when answering this question. Issues that are on our minds right now, like the Corona pandemic or Brexit, creep into many ideas about the future. This is deceptive because we often **underestimate how much current circumstances are changing**.

- To break out of this present corset, it helps to take a leap into the distant future: what will actually be relevant for us in 30 years? **By immersing ourselves in a larger period of time, it is easier to leave the present behind and to think and question something truly new**

- Once this is done, we need to think about the near future (max. 5 years into the future) and ask, **what can I learn from the distant future?**

Source: https://www.thefuturegame2050.com/grundlagen-zukunft-strategie

EXERCISE 5
HERO FOR THE FUTURE MANIFESTO

CBS
INTERNATIONAL
BUSINESS SCHOOL

Hero for the Future Manifesto

The future is uncertain. Many things go into shaping it, and many of them are out of my control. But I have thought about the future in ways that few people have thought about it. I have researched, discussed, imagined, created, and decided what futures I prefer. Now, it is my responsibility and my right to take whatever steps I can to make that future happen. I pledge to use that responsibility wisely, to take actions that are good not only for me but for others, to maintain my integrity as I help shape the future, and to always use the skills I've learned when making decision that will affect my future and the futures of others.

Shaping the future requires knowledge, integrity, courage, and a sense of humor. You will use all four as you become a Hero for the Futures, setting the path for your journey as you influence tomorrow.

5 MIN **Choose** two objects form the pile

10 MIN **Complete** the following story, using your knowledge about what you've learned about the future, your integrity to think of others, your courage to take action, and your sense of humor to create a hero's journey! Imagine that you have reached your future goal and are looking back at the path you took.

I am a hero for the future! My name is ___BRACER___ and I am here to take a stand.

Today, it is the year ___2027___, and we have achieved ___RESPECT FOR ROBOTS___

It wasn't easy! I had to stand up for ___EQUALITY___. I faced many obstacles such as ___LONG HELD BELIEFS___. Thankfully, I had my ___BEST FRIENDS___ to help me along the way. My first step was to talk to ___THE MAKERS OF ROBOTS___ and persuade them to ___RE-PROGRAM ME FOR FRIENDSHIP___. Then, I had to travel to ___A ROBOT FACTORY___ and ___SELL A DIFFERENT FUTURE___. I had no idea I would run into ___MORE ROBOTS THAT LOOK LIKE ME___ and have to ___RE-PROGRAM THEM FOR FRIENDSHIP___ to finish my journey. In the end, I was able to ___DESIGN THE FUTURE BY RELEASING INTO THE WORLD ROBOTS WHO ARE PROGRAMED FOR FRIENDSHIP AND NOT FOR WORK___.
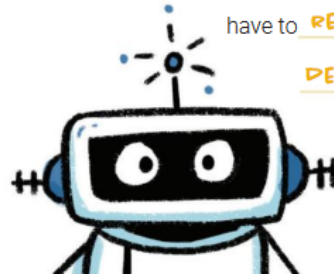
Source: King, K., & West, J. R. (2018). Futures Thinking Playbook. https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final (page 126f.)

I am a hero for the future! My name is _____ and I am here to take a stand.

Today, it is the year _____, and we have achieved _____

_____ .

(description of preferred future)

It wasn't easy! I had to stand up for _____

(what you took a stand for in last play)

_____ . I faced many obstacles such as _____

_____ .

(obstacle to achieve the preferred future)

Thankfully, I had my _____ to help me

(imaginative use for Object #1)

along the way. My first step was to talk to _____

(person who can influence the future that you can access)

_____ and persuade them to _____

_____ .

(action step)

Then, I had to travel to _____

(location)

_____ and _____

(action step)

_____ . I had no idea I would run into

_____ and have to

(obstacle)

_____ finish my journey. In the end, I was able to

_____

(imaginative use for Object #2)

_____ .

_____

(final action step!)

_____

5 MIN **Gather** the entire group or small groups together and have everyone perform their stories, getting into the role of the hero for the future!

EXERCISE 6
REFLECT ON THE FUTURE

5 MIN

Write three things you could do today or in the very near future to bring about your preferred future:

01 _____

02 _____

03 _____

Who seems to have a lot of control over whether or not your preferred future happens? Do you have any influence over that person or people? How might you gain more influence?

_____

_____

_____

_____

Complete this sentence: Thinking about the future is _____ .

Complete this sentence: The next time I work through the Futures Thinking Playbook, I might want to explore the

future of _____ .

Next month...

Take out this Playbook one month in the future:
Look back through your work in The Futures Thinking Playbook. Describe any new insights or ideas you have now that you didn't have when you created this book. Have your ideas about the preferred future or the necessary steps to get there changed?

Source: King, K., & West, J. R. (2018). Futures Thinking Playbook. https://issuu.com/wtforesight/docs/futuresthinkingplaybook-final (page 134f.)

PREPARING FOR LSP – PROTOTYPING

PROTOTYPING
FROM BLURRY VISIONS TO CLEAR ACTIONABLE STEPS

- Prototyping is about **getting into the making and taking the first steps of implementation with a "Minimum Viable Product"**
  - By a "prototype" we mean (at least in this course) a **'miniature image' of a larger vision** that is not yet fully developed

- After a **testing and experimentation phase**, something bigger can be brought to life

- What is your personal utopia? What role would you like to play in realizing it?
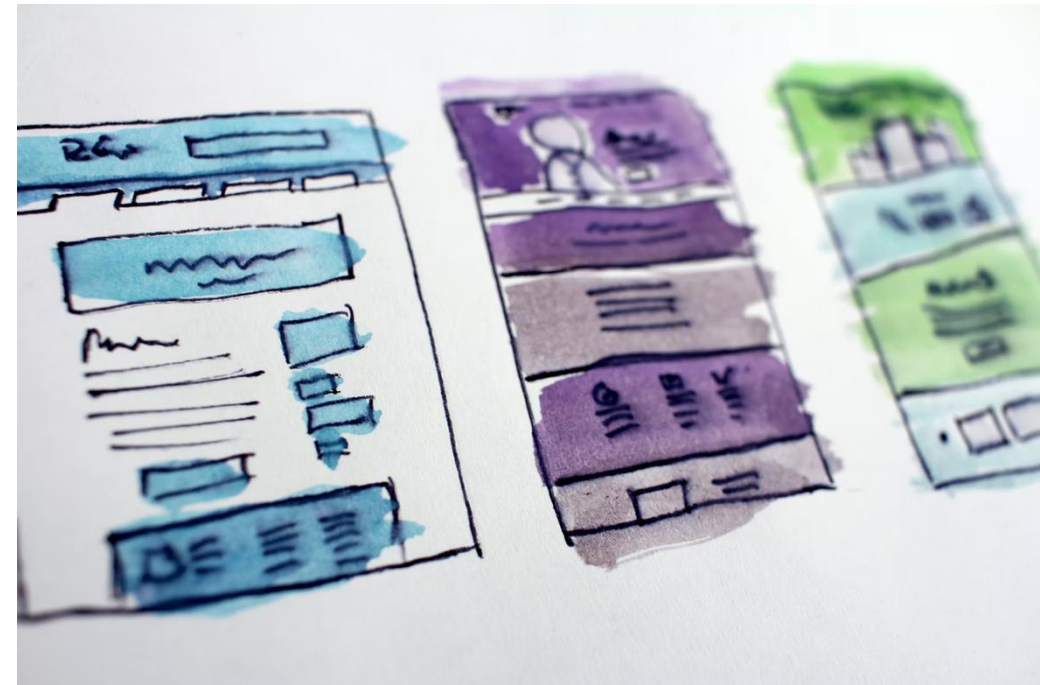
PROTOTYPING
WHY IS IT NECESSARY AND HOW CAN WE USE IT?

- One can **communicate with others** about one's own idea and **get feedback & resonances**

- **Trying out and testing the functions, processes, or form of expression** is made possible, without greater commitment

- **Thinking with your hands**: often further creative processes happen during trying out and other intelligence centers can be activated.

- **Synergies and potentials with other activities can be discovered**, so that one's own idea gets greater leverage

- <u>**Overcoming fear and excessive demands for too big ideas by starting small**</u>
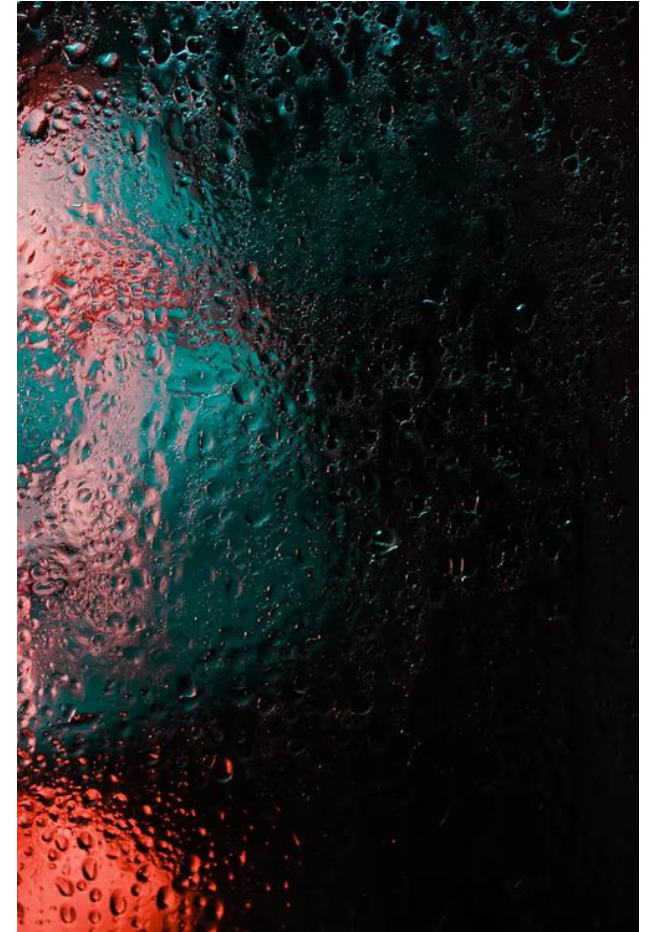
PROTOTYPING
CREATE YOUR REALUTOPIAN PROTOTYPE!

- *What can be examples of prototypes?* You can design a new meeting or <u>sharing format</u> at your work, give a single <u>webinar</u>, record a <u>video</u>, <u>contribute to an NGO</u>, develop a <u>podcast</u>, make a <u>drawing</u> or graphic, write a <u>blog article</u>, make a <u>3D representation</u> in papier-mâché, or set up a <u>civic meeting format</u>, plan a <u>workshop at the theater</u>, create a <u>flower bed down the street for urban gardening</u>, <u>convene a meeting</u> among women in tech jobs…

- The **prototype can be a first step for your own vision** (e.g., starting a new company) **as well as for a larger social vision** (e.g., a people-oriented working world).
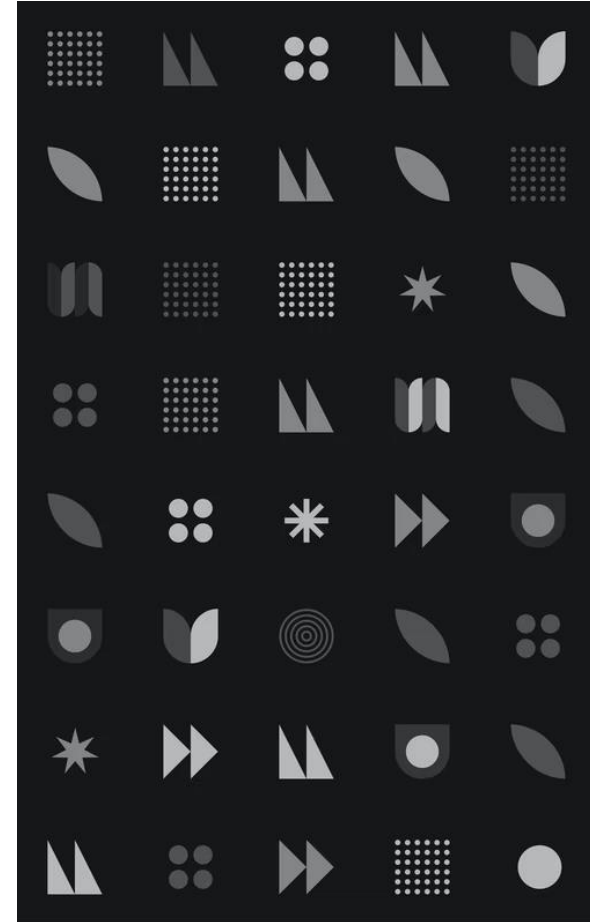
PROTOTYPING
CHECKING YOUR IDEA AGAINST REALUTOPIA

✓ Is it replicable or scalable?

✓ Is it fun for me to implement (i.e., gamified elements)? Does something come alive in my heart, when I engage with it?

✓ Does the prototype, as a "microcosm of the macrocosm," contain the qualities of what the later vision is? Does it embody the vision of utopia, even if only in miniature?

Example: In my utopia/vision my company is in the hands of all employees. In my prototype I try out new models of responsibility and ownership by means of a collectively managed project.

✓ Does the idea correspond to your own values, and does it convey "meaning"?

✓ Can you do something yourself for the later realization / scaling?

✓ Is it something that benefits everyone involved at the three levels: individual, organization/team, society? Are all those affected involved (i.e., stakeholders)?

✓ Can it be implemented quickly? Can it be experimented with quickly?

✓ Can it be implemented on a small and local scale?

PROTOTYPING
PREPARING FOR THE LSP SESSION ON NOVEMBER 18TH!

- Participation <u>only online</u> (we will not meet on campus)

- You are welcome to **login individually** (no need to meet with your other team members)

- Session will take place **via Zoom**

- The **recording** of the building phase **and a handout** will be **shared after the session**

- You will **receive a package with lego pieces** before the session (to the postal address indicated via the excel sheet)

- Please **wait and only unbox during the session** ☺

- Please kindly **return the lego packages to me – please write CASM on the envelope and drop it at the students office** (by end of November if possible)

HOMEWORK

HOMEWORK
PLEASE COMPLETE THE FOLLOWING TASKS UNTIL NOVEMBER 18TH!

1) Please read the following texts to prepare for the „implementation phase"

- Bregman, R. (2017). *Utopia for Realists: And How We Can Get There* [Chapter 9 & 10, pp. 203-250]

- Göpel, M. (2016). *The Great mindshift: How a new economic paradigm and sustainability transformations go hand in hand.* The Anthropocene: Volume 2 [Chapter 5, pp. 149-168]

2) For your journaling exercise, please reflect on the content of session 9&10 by sharing your thoughts on the following questions:

- If you would transfer the principles of your utopia to the present, how would you behave in your industry? How have the exercises helped?

- Please write a future manifesto (exercise 5). Imagine being a player in the industry/sector you are working on.

- Which transformation theories can best be applied to your utopia/scenario? How can they help to facilitate the realization /implementation of it?

BONUS MATERIAL

NEW ECONOMIC MODELS –
BETWEEN VISIONING AND IMPLEMENTATION…

QUESTIONING OUR ECONOMIC MODEL
IT ALL STARTS WITH CRITICAL REFLECTION...

Volatility
Uncertainty
Complexity
Ambiguity

"Free markets are like tigers: Tigers are fantastic, but you need to keep them on a leash."

Rebecca Henderson, Professor at the Harvard Business School, author of the book *Reimagining Capitalism in a World on Fire*

REBECCA HENDERSON

REIMAGINING CAPITALISM IN A WORLD ON FIRE

The seasons are more irregular than my period

für's KLIMA!!!

ALTERNATIVE ECONOMIC MODELS
THE DOUGHNUT ECONOMY (KATE RAWORTH)

Source: https://www.kateraworth.com/doughnut/; https://www.weforum.org/agenda/2017/04/the-new-economic-model-that-could-end-inequality-doughnut/
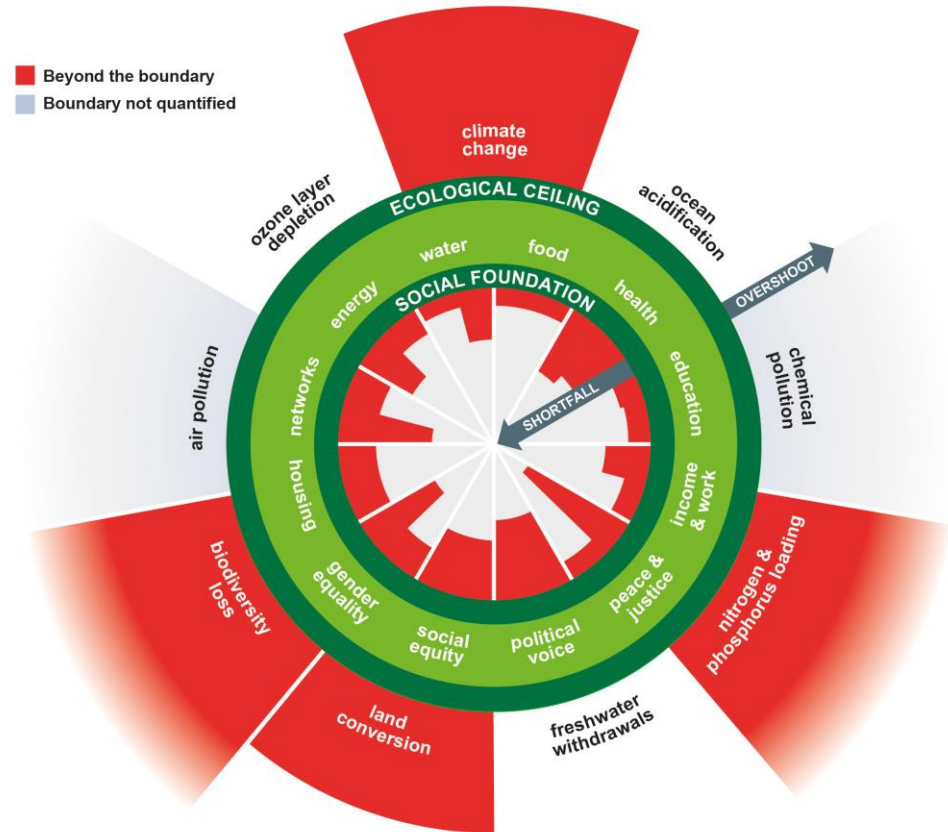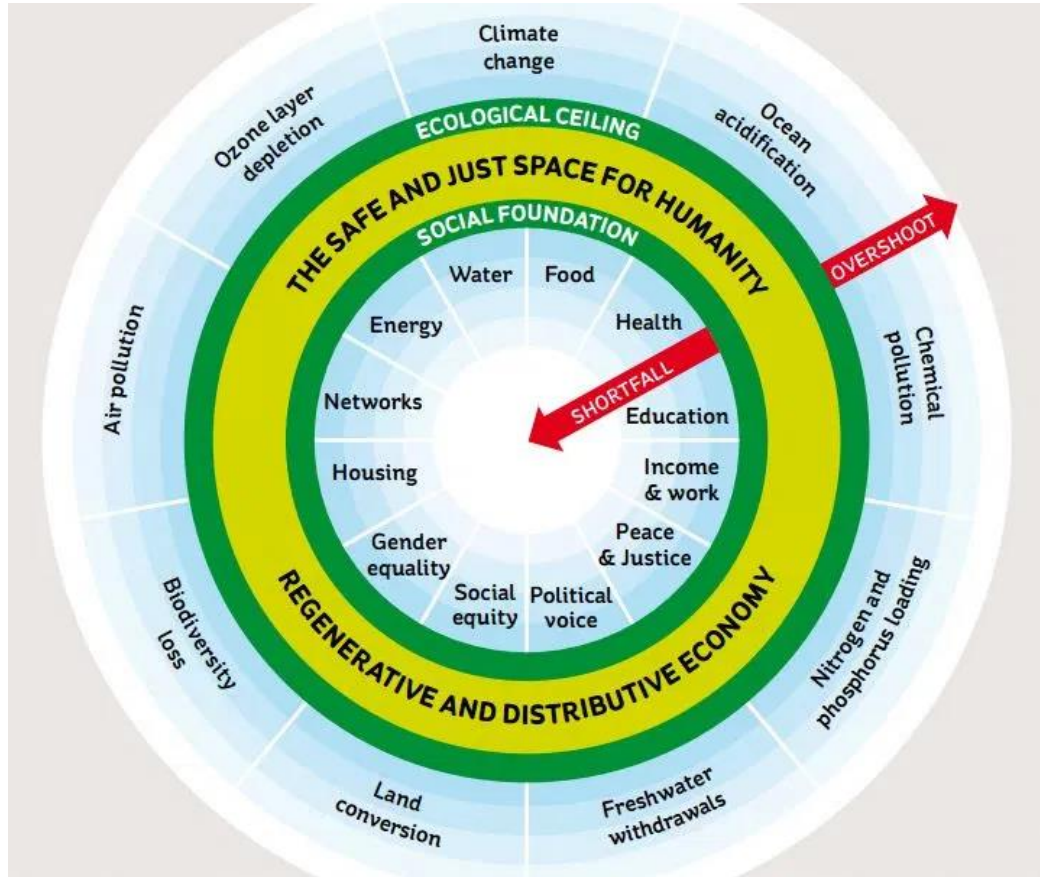
BASIC INCOME EXPERIMENTS

Universal basic income operates by giving people the means to meet basic necessities with a regular stipend. In theory, this leaves them free to spend their money and resources on economic goods or searching for better employment options.

Would you support basic income? Why (not)?

STATUS OF PROGRAM — COMPLETED — ON-GOING — PLANNED

Start-up incubator Y Combinator is planning a $60M basic income study program in to-be-determined U.S. states.

Ontario's three-year projects were prematurely cancelled in 2018 by the newly elected provincial government.

Scotland is assessing the feasibility of basic income pilots in four areas: Edinburgh, Fife, Glasgow City and North Ayrshire

Finland's pilot program was found to decrease stress levels, but didn't impact work activity.

Hong Kong's "Scheme $6,000" program allocated $6,000 in Hong Kong Dollars.

The Rural Income and New Jersey Income Maintenance Experiments paid out using a negative income tax instead of fixed amounts.

Spain's Ingreso Minimo Vital program launched in June 2020 following the economic fallout of COVID-19.

Germany just launched its three-year pilot program in August 2020.

29 of the basic income programs were paid out to individuals versus 18 assigned to households and 1 TBD.

36 of the 48 basic income programs were paid out monthly.

Source: https://www.visualcapitalist.com/map-basic-income-experiments-world/

ALTERNATIVE ECONOMIC MODELS
DE-GROWTH, POST-GROWTH, AND SUFFICIENCY

?

Our current economic model and its indicators (e.g., GDP) are built on overproduction and (over)consumption.
Is it time for a new economic model?

Source: https://www.resilience.org/stories/2016-09-07/from-post-growth-society-to-sufficiency-politics/; https://www.ioew.de/en/under-the-ioews-spotlight/post-growth-society/; https://www.postgrowth.org/; Hardt, L., Barrett, J., Taylor, P. G., & Foxon, T. J. (2021). What structural change is needed for a post-growth economy: A framework of analysis and empirical evidence. Ecological Economics, 179, 106845. https://doi.org/10.1016/j.ecolecon.2020.106845

DECOUPLING AND GREEN GROWTH
INFINITE GROWTH ON A FINITE PLANET: THE DECOUPLING CHALLENGE

Abstract

The question of whether global capitalism can resolve the earth system crisis rests on the (im)possibility of 'absolute decoupling': whether or not economic growth can continue indefinitely as total environmental impacts shrink. Ecomodernists and other techno-optimists argue for the feasibility of absolute decoupling, whereas degrowth advocates show that it is likely to be neither feasible in principle nor in the timeframe needed to ward off ecological tipping points. While primarily supporting the degrowth perspective, I will suggest that the ecomodernists have a wildcard in their pocket that hasn't been systematically addressed by degrowth advocates. This is the 'Fourth Industrial Revolution', which refers to convergent innovations in biotechnology, nanotechnology, artificial intelligence, 3D printing, and other developments. However, I will argue that while these innovations *may* enable some degree of absolute decoupling, they will also intensify emerging risks in the domains of biosecurity, cybersecurity, and state securitization. Overall, these technologies will not only place unprecedented destructive power in the hands of non-state actors but will also empower and incentivize states to create a global security regime with unprecedented surveillance and force mobilization capacities. This reinforces the conclusion that mainstream environmental policies based on decoupling should be reconsidered and supplanted by alternative policy trajectories based on material-energetic degrowth, redistribution, and technological deceleration.

Please look at the abstract and the graph on the right. Which option (absolute decoupling or relative decoupling) would be more likely? What are the implications?
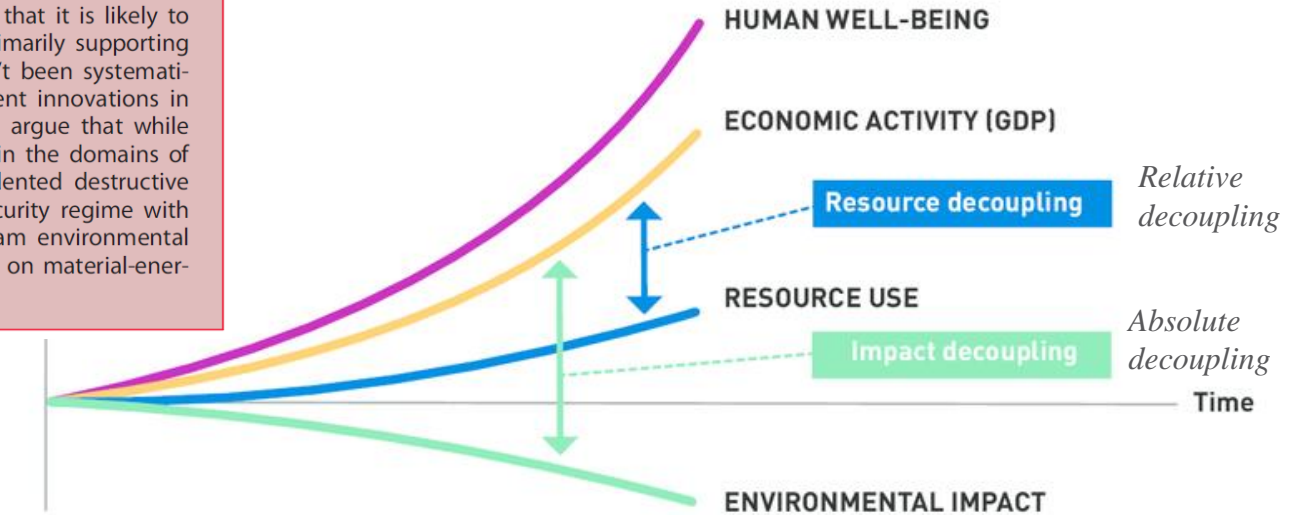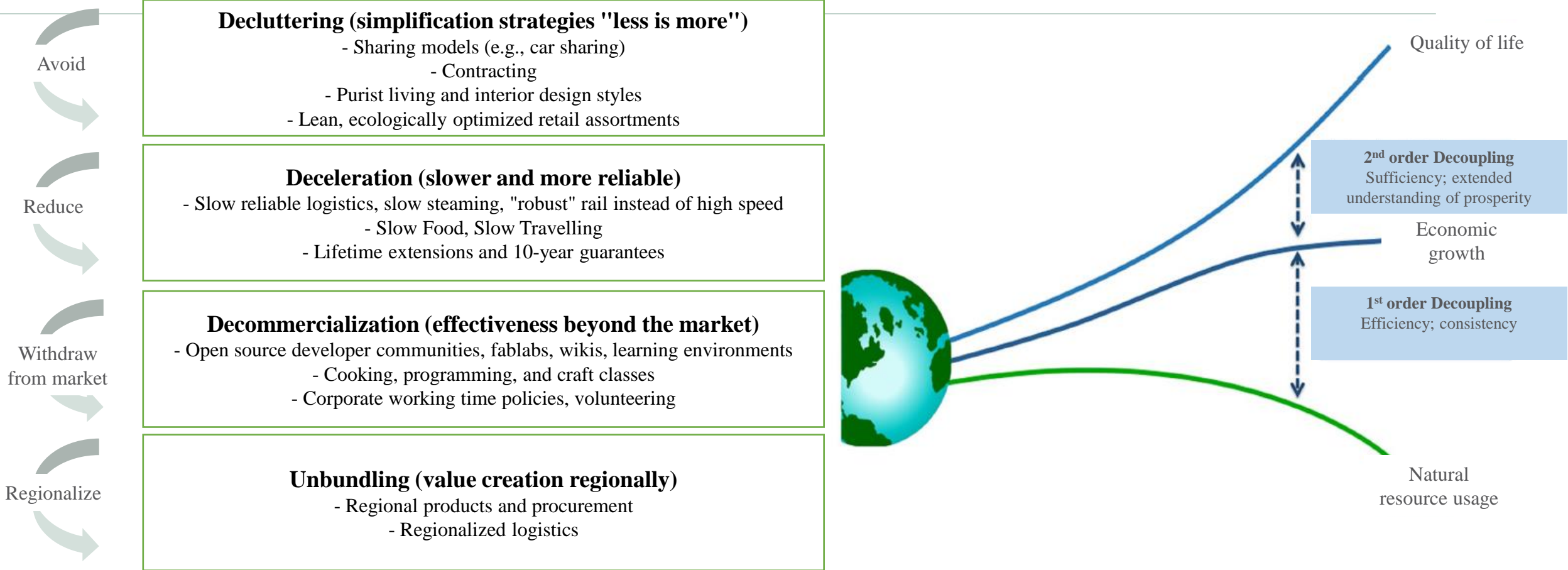

Source: UNEP (2011a)

Source: Albert, M. J. (2020). The Dangers of Decoupling: Earth System Crisis and the 'Fourth Industrial Revolution'. Global Policy, 11(2), 245–254. https://doi.org/10.1111/1758-5899.12791; https://eeb.org/library/decoupling-debunked/

SUFFICIENCY (SUFFIZIENZ)
4 STEPS OF TRANSFORMATION

Avoid

Decluttering (simplification strategies "less is more")
- Sharing models (e.g., car sharing)
- Contracting
- Purist living and interior design styles
- Lean, ecologically optimized retail assortments

Reduce

Deceleration (slower and more reliable)
- Slow reliable logistics, slow steaming, "robust" rail instead of high speed
- Slow Food, Slow Travelling
- Lifetime extensions and 10-year guarantees

Withdraw from market

Decommercialization (effectiveness beyond the market)
- Open source developer communities, fablabs, wikis, learning environments
- Cooking, programming, and craft classes
- Corporate working time policies, volunteering

Regionalize

Unbundling (value creation regionally)
- Regional products and procurement
- Regionalized logistics

Quality of life

2nd order Decoupling
Sufficiency; extended understanding of prosperity

Economic growth

1st order Decoupling
Efficiency; consistency

Natural resource usage

Source: Sachs, W. (1993). Die vier E's : Merkposten für einen maßvollen Wirtschaftsstil. Politische Ökologie, 11(33), 69–72; Paech, N. (2011). Adiós Konsumwohlstand: Vom Desaster der Nachhaltigkeitskommunikation und den Möglichkeiten der Suffizienz. Die Verantwortung Des Konsumenten: Über Das Verhältnis Von Markt, Moral Und Konsum, 285–304; Palzkill, A., & Schneidewind, U. (2013). Suffizienz als Business Case. Ökologisches Wirtschaften-Fachzeitschrift, 28(1), 23–24; Palzkill, A., Wanner, M., & Markscheffel, F. (2015). Suffizienz als Geschäftsmodell. Uwf UmweltWirtschaftsForum, 23(1-2), 69–76.

ECONOMY FOR THE COMMON GOOD
A DIFFERENT BALANCE SHEET APPROACH

COMMON GOOD MATRIX 5.0

VALUE / STAKEHOLDER	HUMAN DIGNITY	SOLIDARITY AND SOCIAL JUSTICE	ENVIRONMENTAL SUSTAINABILITY	TRANSPARENCY AND CO-DETERMINATION
A: SUPPLIERS	**A1** Human dignity in the supply chain	**A2** Solidarity and social justice in the supply chain	**A3** Environmental sustainability in the supply chain	**A4** Transparency and co-determination in the supply chain
B: OWNERS, EQUITY- AND FINANCIAL SERVICE PROVIDERS	**B1** Ethical position in relation to financial resources	**B2** Social position in relation to financial resources	**B3** Use of funds in relation to social and environmental impacts	**B4** Ownership and co-determination
C: EMPLOYEES, INCLUDING CO-WORKING EMPLOYERS	**C1** Human dignity in the workplace and working environment	**C2** Self-determined working arrangements	**C3** Environmentally-friendly behaviour of staff	**C4** Co-determination and transparency within the organisation
D: CUSTOMERS AND OTHER COMPANIES	**D1** Ethical customer relations	**D2** Cooperation and solidarity with other companies	**D3** Impact on the environment of the use and disposal of products and services	**D4** Customer participation and product transparency
E: SOCIAL ENVIRONMENT	**E1** Purpose of products and services and their effects on society	**E2** Contribution to the community	**E3** Reduction of environmental impact	**E4** Social co-determination and transparency

ECONOMY FOR THE COMMON GOOD

CHRISTIAN FELBER

Gemeinwohl-Ökonomie

PIPER

Source: https://www.ecogood.org/; Wiefek, J., & Heinitz, K. (2021). The Common Good Balance Sheet and Employees' Perceptions, Attitudes and Behaviors. Sustainability, 13(3), 1592. https://doi.org/10.3390/su13031592; Dolderer, J., Felber, C., & Teitscheid, P. (2021). From Neoclassical Economics to Common Good Economics. Sustainability, 13(4), 2093. https://doi.org/10.3390/su13042093; https://www.ecogood.org/apply-ecg/common-good-matrix/

POST-GROWTH VS. GREEN GROWTH
POPULARITY OF THE „NEO-ECOLOGY"

"Neo-ecology: Instead of self-flagellation and regression, ecology is rethought

According to "retro-ecology", the consequence should now actually be a turning away from capitalism, the ever faster economic growth at the expense of nature. So do we have to develop backwards humbly and with our shoulders hunched, heavily burdened with the guilt of our sins - do we all have to find our way back to the simple life? Not everyone who recognizes the importance of ecological action is prepared from now on to live a resource- and environment-friendly existence as a self-supporter with a composting toilet. [...] Andreas Steinle, founder and managing director of Zukunftsinstitut Workshop GmbH, suspects: "It cannot be assumed that renunciation will be the driving force for the necessary eco-social renewal of society and the economy. People strive too much for pleasure and companies too much for profit for that. The question will therefore be: How can quality of life, sustainability and profit be improved in equal measure? The answer may lie in a new, ecological hedonism." In this context, sustainable consumption is perceived as a better choice for a better quality of life. [...] What distinguishes neo-ecologists is a more critical questioning of, for example, the actual product benefits, with more fact-based pragmatism instead of emotion. Neo-ecology thus asks what really makes a difference. Instead of "business as usual - only in green," it calls for smart solutions that are one thing above all: efficient."

Source: Hiester, I. (2020, August 5). Neo-Ökologie: Was steckt hinter dem Megatrend? Utopia. https://utopia.de/ratgeber/neo-oekologie-definition-megatrend

STEWARD OWNERSHIP
A NEW LEGAL FORM FOR COMPANIES

Steward-ownership

The concept of "steward-ownership" harnesses the power of entrepreneurial for-profit enterprise while preserving a company's essential purpose to create products and services that deliver societal value and protecting it from extractive capital.

Steward-ownership represents a viable alternative to shareholder-primacy ownership. In addressing fundamental structural deficiencies of our system, it retools the goals and incentives that guide decision making in companies in the corporate DNA. By doing so it has the power to transform the economy. Steward-owned companies are committed to two principles:

(1) **Self-governance** — Control remains inside the company with the people directly connected to stewarding its operation and mission. With the control of the company held in a trust, it can no longer be bought or sold.

(2) **Profits serve purpose** — Wealth generated by these businesses cannot be privatized. Instead, profits serve the mission of the company, and are either reinvested in the company, stakeholders, or donated. Investors and founders are fairly compensated with capped returns/ dividends.

- German movement commonly known as „Verantwortungseigentum" (now: Gesellschaft mit gebundenem Vermögen)

Source: https://stiftung-verantwortungseigentum.de/verantwortungseigentum; https://purpose-economy.org/en/whats-steward-ownership/; https://purpose-economy.org/de/companies/