

# FUTURE SCENARIOS FOR SUSTAINABLE BUSINESS SOLUTIONS

Winter term 2021

Session 1 & 2: Preparation phase

# CODE OF CONDUCT OF CBS

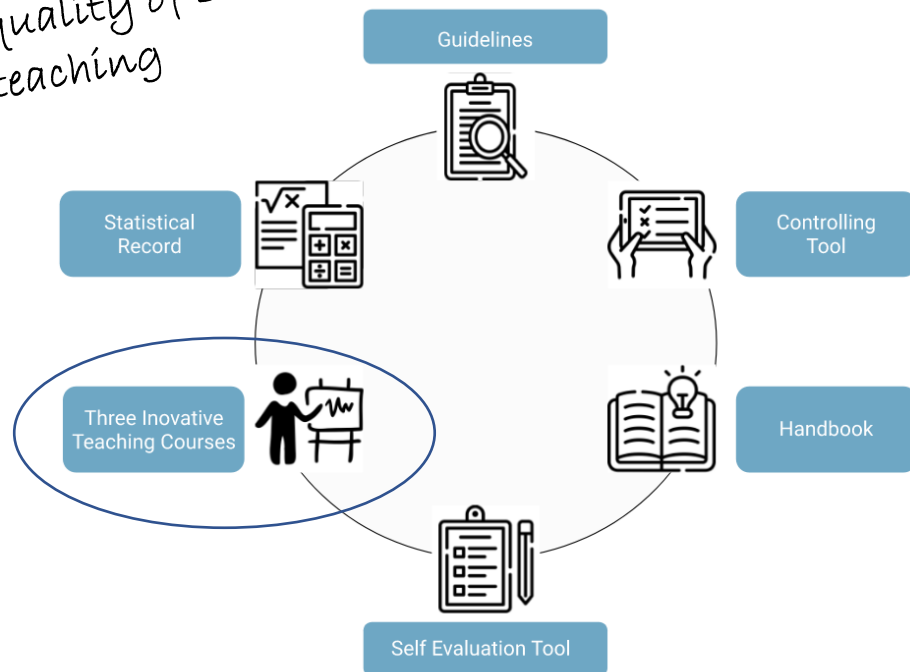
## For lectures during the COVID19 pandemic

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 ATTENDANCE 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

improve the effectiveness and  
quality of sustainability-related  
teaching



<https://effort.lehre.hwr-berlin.de/>

Newsletter: <https://effort.lehre.hwr-berlin.de/join-the-network>

# INTRODUCTION

## NOW YOU! PLEASE BRIEFLY INTRODUCE YOURSELF

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- WHY DID YOU PICK THIS ELECTIVE AND WHAT DO YOU HOPE TO LEARN?
- WHAT DOES A DESIRABLE FUTURE FOR YOU LOOK LIKE (personally/in general)?
- WHAT IS THE ROLE OF BUSINESS SCHOOLS IN THIS DESIRABLE FUTURE?

# INTRODUCTION

PLEASE GO TO [www.menti.com](https://www.menti.com) AND ENTER 4363 3562!



# EFFORT SURVEY

PLEASE KINDLY COMPLETE THE SURVEY VIA THE LINK BELOW!

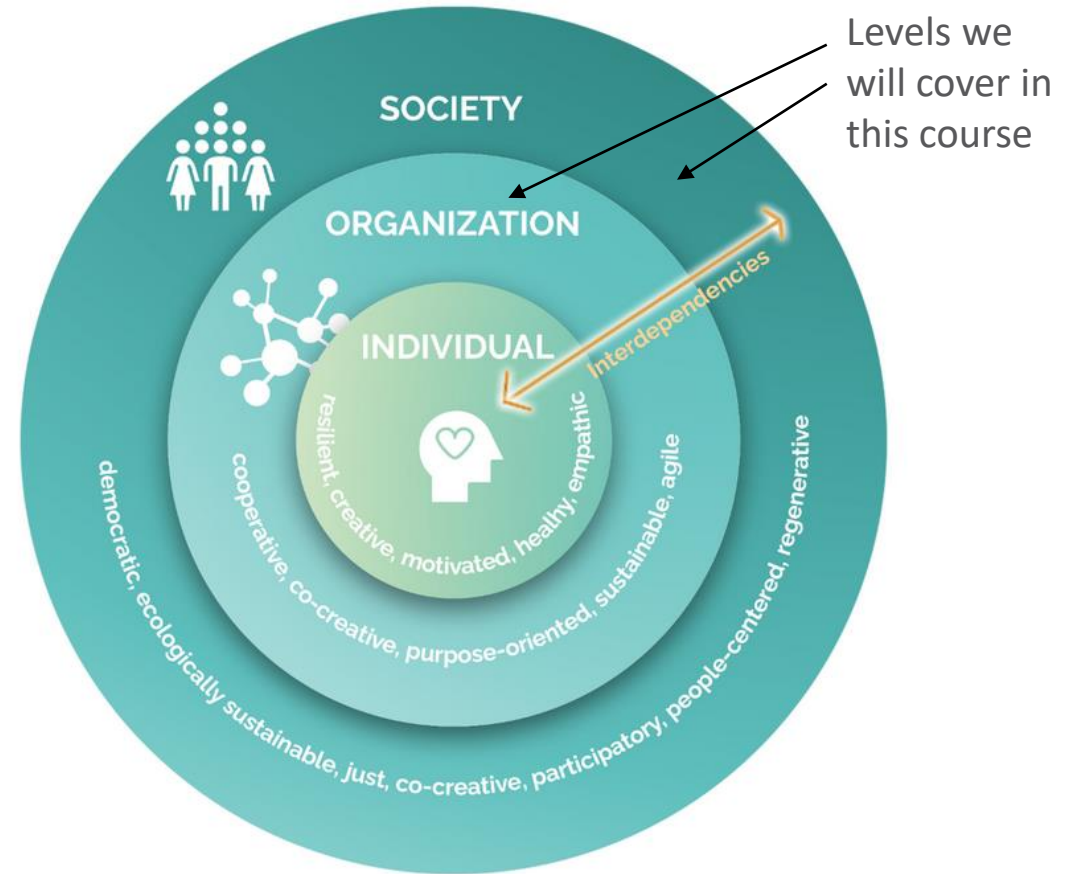


[https://ww2.unipark.de/uc/Teaching\\_Sustainability/e969/](https://ww2.unipark.de/uc/Teaching_Sustainability/e969/)

# A SYSTEMIC VIEW

## TRANSFORMATIVE CHANGE TAKES PLACE ON DIFFERENT LEVELS

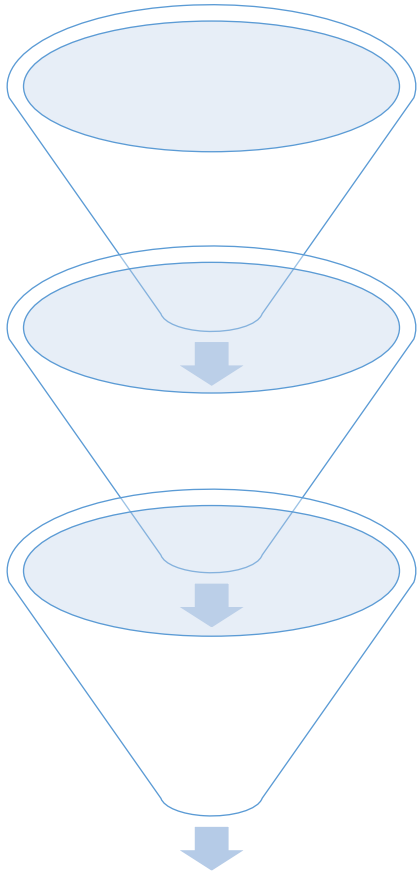
- **Metaperspective:** How does transformation happen? What is systemic change? How are inner and outer transformation connected and which levers do we have to move to really have impact?
- **Individual (Level 1):** What tools and methods for self-reflection and self-development are particularly helpful for being energetic and joyful under difficult conditions?
- **Organization (level 2):** Which new organizational forms help to break destructive economic structures? What are success factors in organizations? How do we create meaning in the workplace?
- **Society (level 3):** What comes after the fossil age? What questions arise after the Corona crisis? What choices is human culture running toward? What are working mechanisms and logics and where are they already becoming visible (realutopias)?



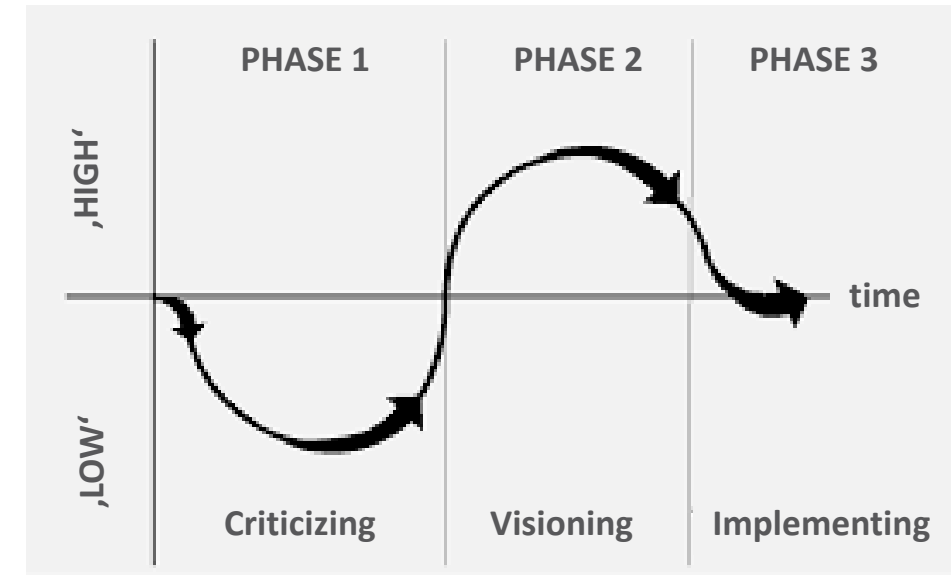
<https://www.realutopien.de/en/our-approach/>

# FUTURE WORKSHOP METHODOLOGY

## „ZUKUNFTSWERKSTÄTTEN“ (ROBERT JUNGK)



- **Phase 1: Critique phase**
  - Collecting and specifying critical aspects
  - Clustering and selection
  
- **Phase 2: Visioning phase**
  - Creating and envisioning different scenarios/utopia
  - Selecting preferred utopia
  
- **Phase 3: Implementation phase**
  - Specifying utopia, list demands
  - Deciding on development paths and deliverables



Source: <https://jungk-bibliothek.org/>



# ON FUTURE AND SCIENCE



„Modern science has imposed on humanity the necessity for wandering. Its progressive thought and its progressive technology make the transition through time, from generation to generation, a true migration into uncharted seas of adventure. The very benefit of wandering is that it is dangerous and needs skill to avert evils. We must expect, therefore, that the future will disclose dangers. **It is the business of the future to be dangerous; and it is among the merits of science that it equips the future for its duties.** [...] In the immediate future there will be less security than in the immediate past, less stability. It must be admitted that there is a degree of instability which is inconsistent with civilization. But on the whole, the great ages have been unstable ages.“ - *Alfred North Whitehead, 1925, Science and the Modern World, New York: Macmillan, p. 291.*

# INTRO INTO FUTURE STUDIES

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# DEFINITION

- **Future studies/foresight** is a transdisciplinary field that has emerged over the past few generations to meet the need for more systematic consideration of how change could unfold, and how we can work with it
- Every human being has and uses some foresight capacity; the tools and practices of the field can help amplify or augment this



Stuart Candy: @futuryst @sitlab; [scandy@cmu.edu](mailto:scandy@cmu.edu); <https://futuryst.blogspot.com/>

# WHAT FUTURISTS THINK

## ASHIS NANDY ON THE FUTURE

„For me, futures studies are basically a game of dissenting visions. They are an attempt to widen human choices, by reconceptualising political, social and cultural ends; by identifying emerging or previously ignored social pathologies that have to be understood, contained or transcended; by linking up the fates of different polities and societies through envisioning their common fears and hopes.“ - Ashis Nandy, „*Bearing Witness to the Future*“



Source: <https://www.benlandau.com/wp-content/uploads/2015/06/Nandy-Bearing-witness-to-the-future.pdf>; Nandy, A. (1996). Bearing witness to the future. *Futures*, 28(6-7), 636–639. [https://doi.org/10.1016/0016-3287\(96\)84465-X](https://doi.org/10.1016/0016-3287(96)84465-X)

# DIFFERENCE, DIVERSITY, DEPTH

## THREE DIFFERENT FACETS OF THOUGHT

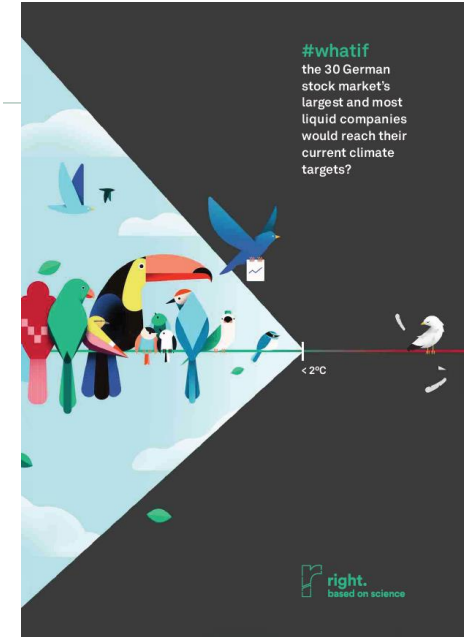
- **Difference:** Future context is not the same as the present context
- **Diversity:** The future is always multiple potential, not just one
- **Depth:** Any future that we get will be as real and complex as the present is.



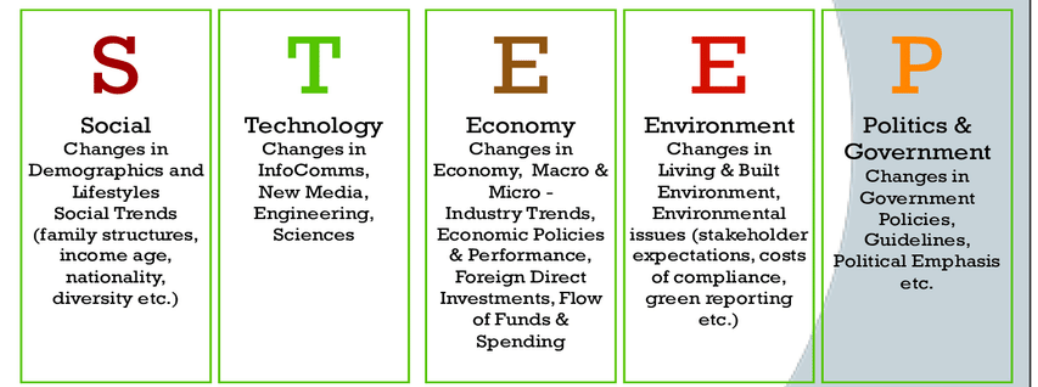
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# DIFFERENCE

- Very often we think in terms of whatever is going on in the present, just extended indefinitely.
- A set of research practices called **scanning** (environmental/horizon scanning) exist to help us identify changes earlier on, and make a habit of asking „what if?“



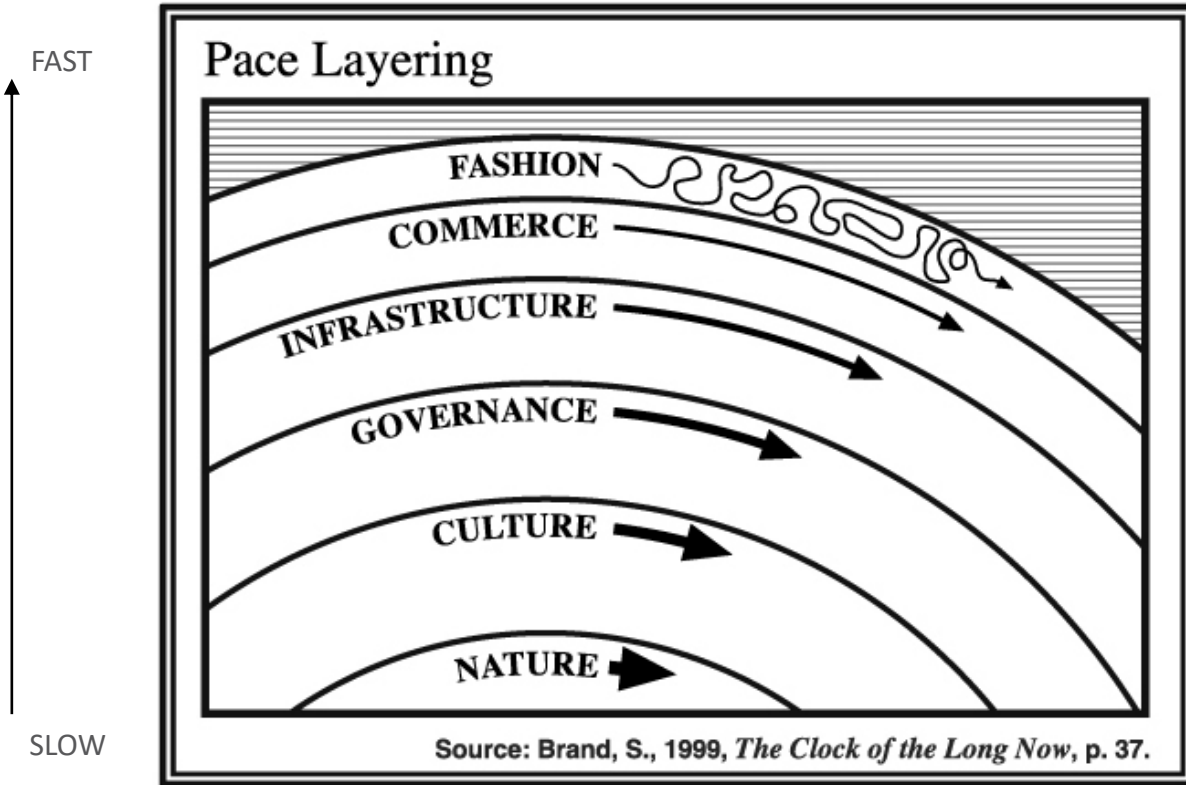
- „A broad (STEEP) horizon scan and application of that scan to key infrastructure including communications, transport and utilities.“



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# DIFFERENCE

## THE FUTURE CONTEXT IS NOT THE SAME AS THE PRESENT CONTEXT



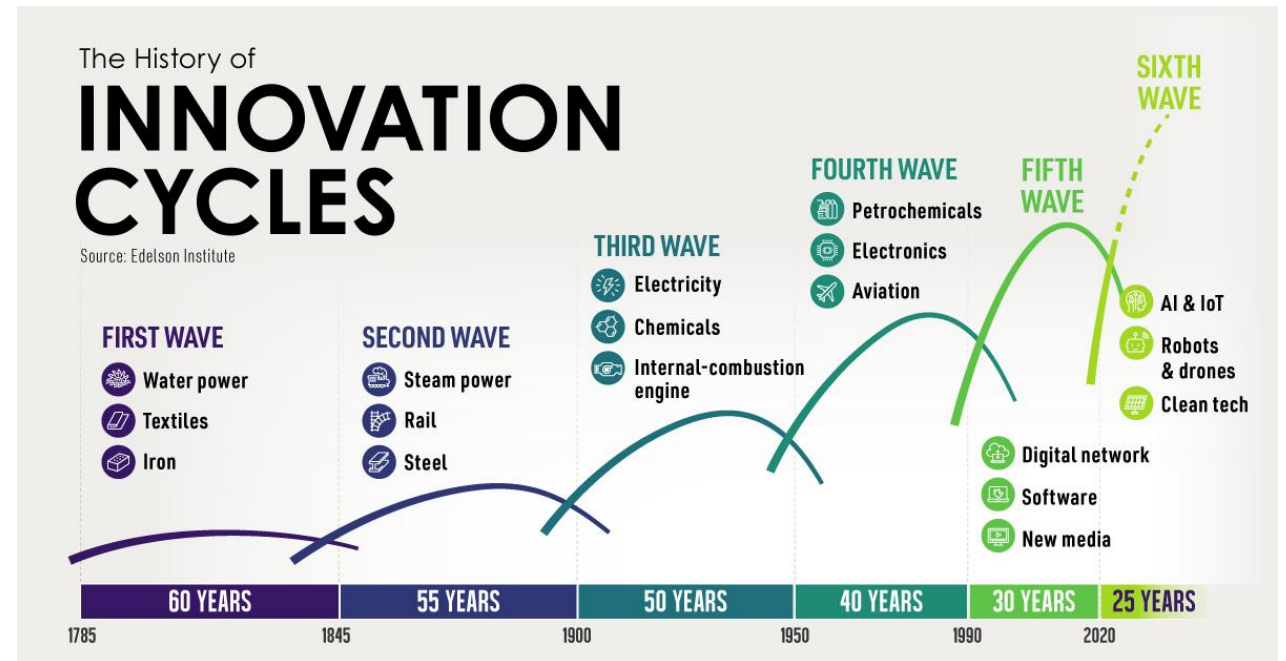
- “Pace Layer Thinking”: Stewart Brand
- six significant levels of pace and size in the working structure of a robust and adaptable civilization

Stuart Candy: @futuryst @sitlab; [scandy@cmu.edu](mailto:scandy@cmu.edu); <https://futuryst.blogspot.com/>, <https://blog.longnow.org/02015/01/27/stewart-brand-pace-layers-thinking-at-the-interval/>, <https://jods.mitpress.mit.edu/pub/issue3-brand/release/2>

# DIFFERENCE

## FUTURE AND INNOVATION CYCLES

- „Everything that exists once did not. Everything that currently exists one day will no longer. And changes don't spring fully formed out of nowhere, they are often foreseeable, once one learns to look.“
- „If we're just responding to conditions that already exist, we are reacting, not anticipating...and always playing catch-up, always on the back foot“



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# DIFFERENCE

## THE FUTURE IS ANOTHER PLACE

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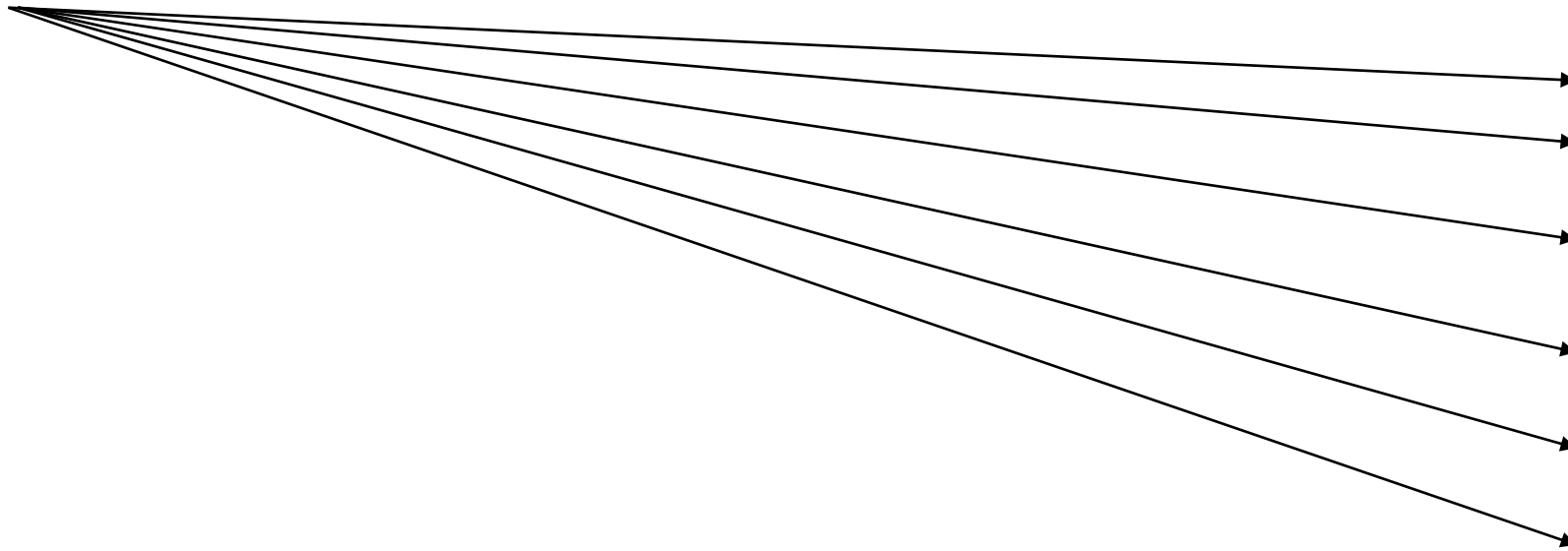
### TAKEAWAY

It's important to ask how the future context might be different from the present, and to **make a habit of tracking change** in different aspects of the system. But when you begin to track changes, you notice they don't all just point in the same direction...

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# SECOND FACET: DIVERSITY

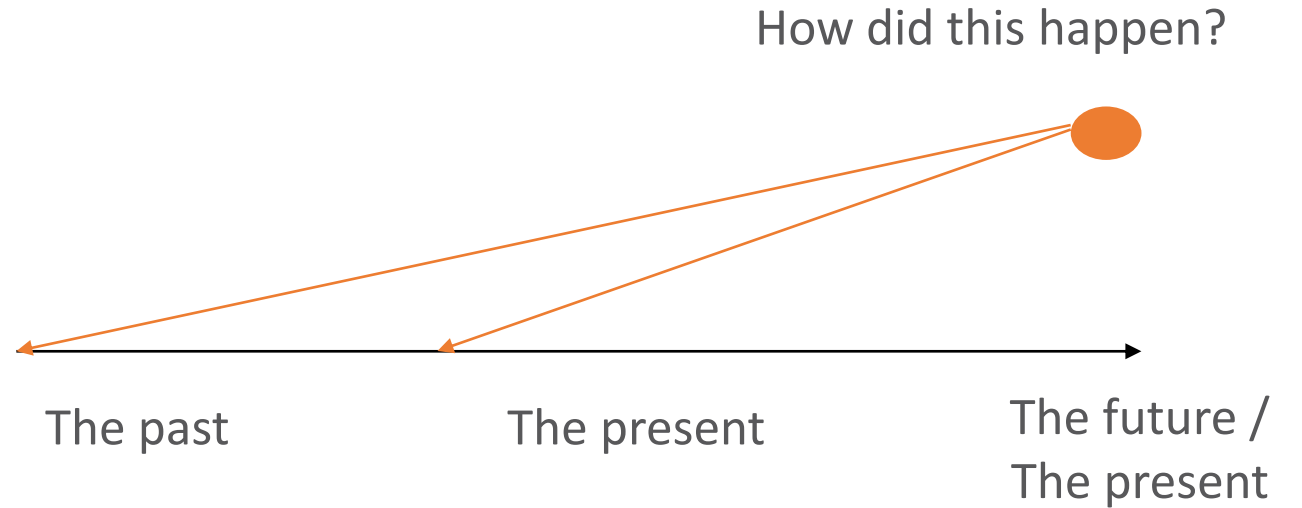


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# DIVERSITY

## MULTIPLE FUTURES

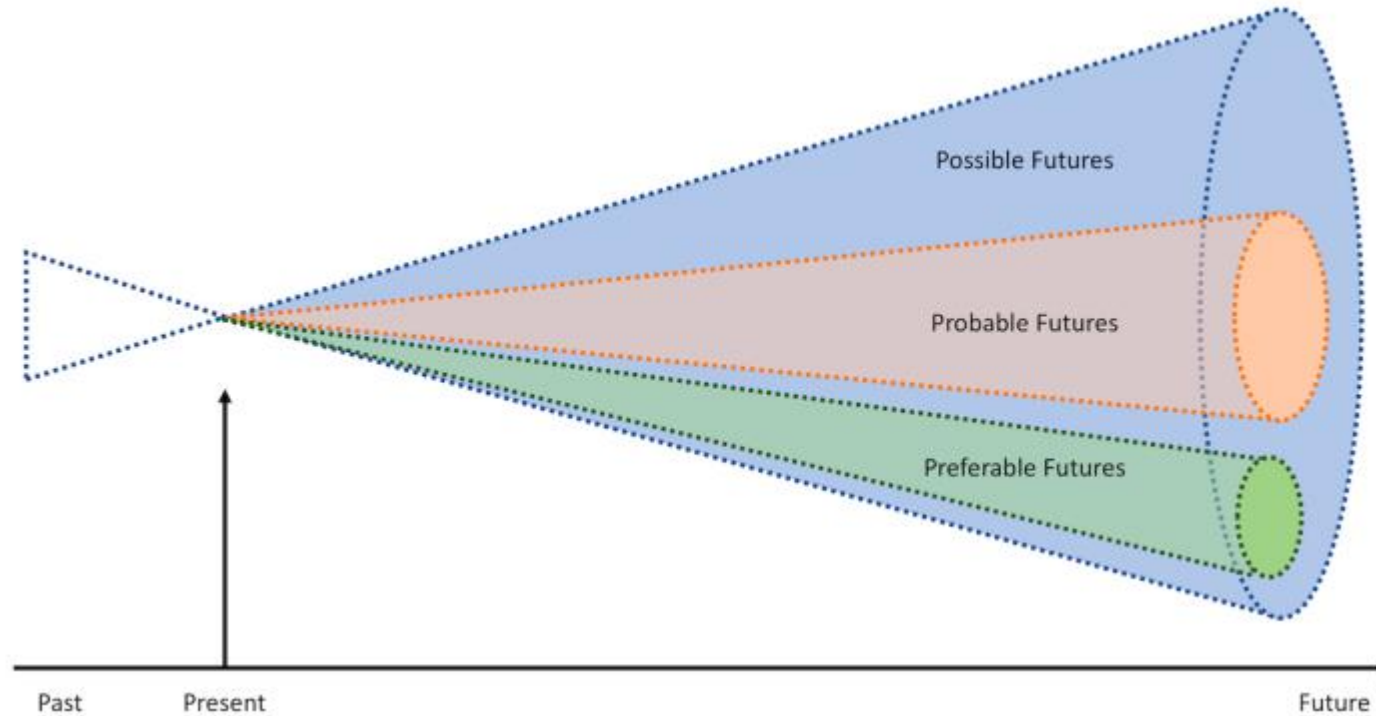
- Any *single* image of the future, no matter how compelling, is *incomplete*.
- Our expectations are constantly being defeated.



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# DIVERSITY THINKING PLURALISTICALLY

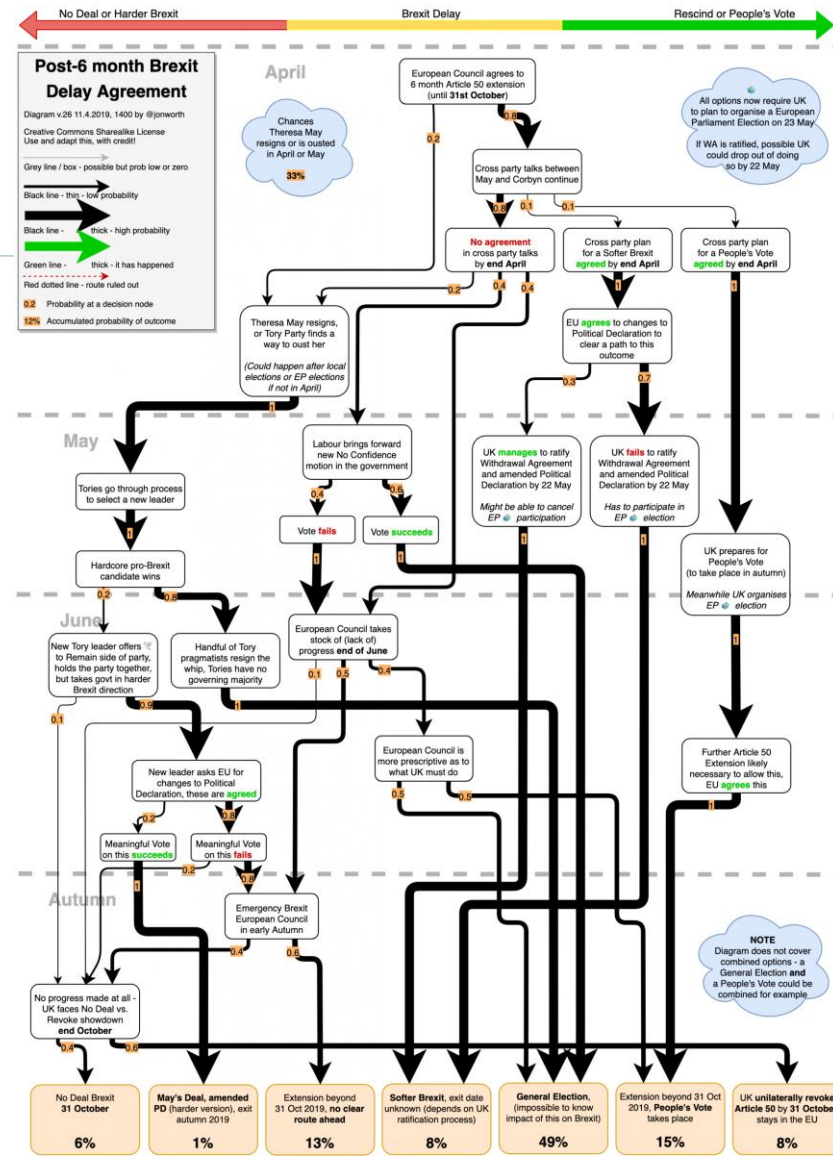
Instead of thinking linearly about the „most likely trajectory“, the idea here is to make the habit of **thinking pluralistically about alternatives.**



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# DIVERSITY DIFFERENT SCENARIOS

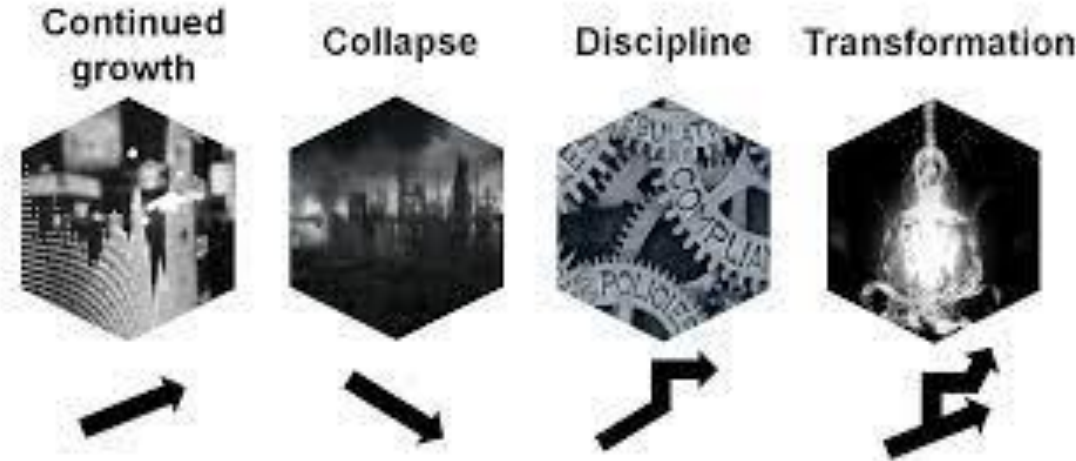
- There are many generative processes and frameworks available; ways of generating alternative futures and scenario sets



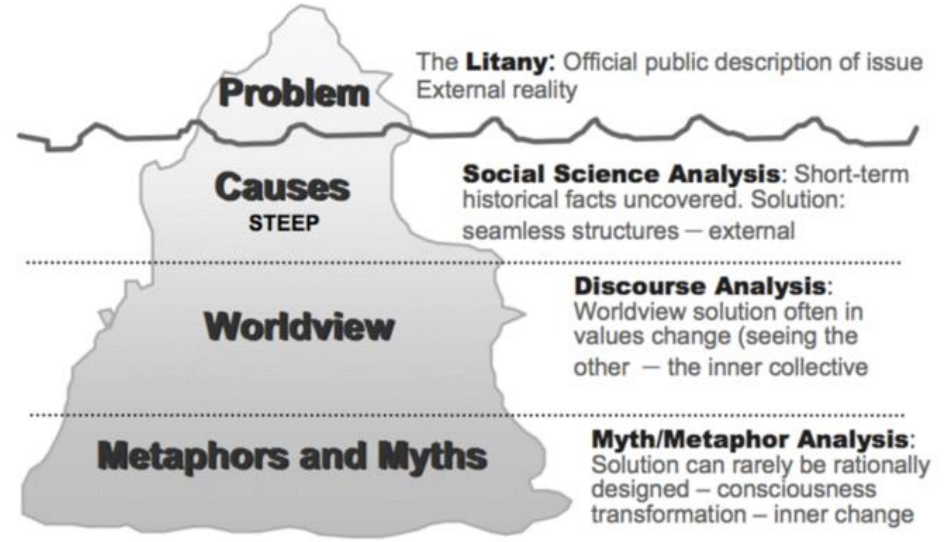
Stuart Candy: @futuryst @sitlab; [scandy@cmu.edu](mailto:scandy@cmu.edu); <https://futuryst.blogspot.com/>; <https://jonworth.eu/brexit-where-now-the-flow-diagrams/>

# DIVERSITY

## DATOR'S FOUR GENERIC FUTURES AND CAUSAL LAYERED ANALYSIS



Jim Dator (1979)

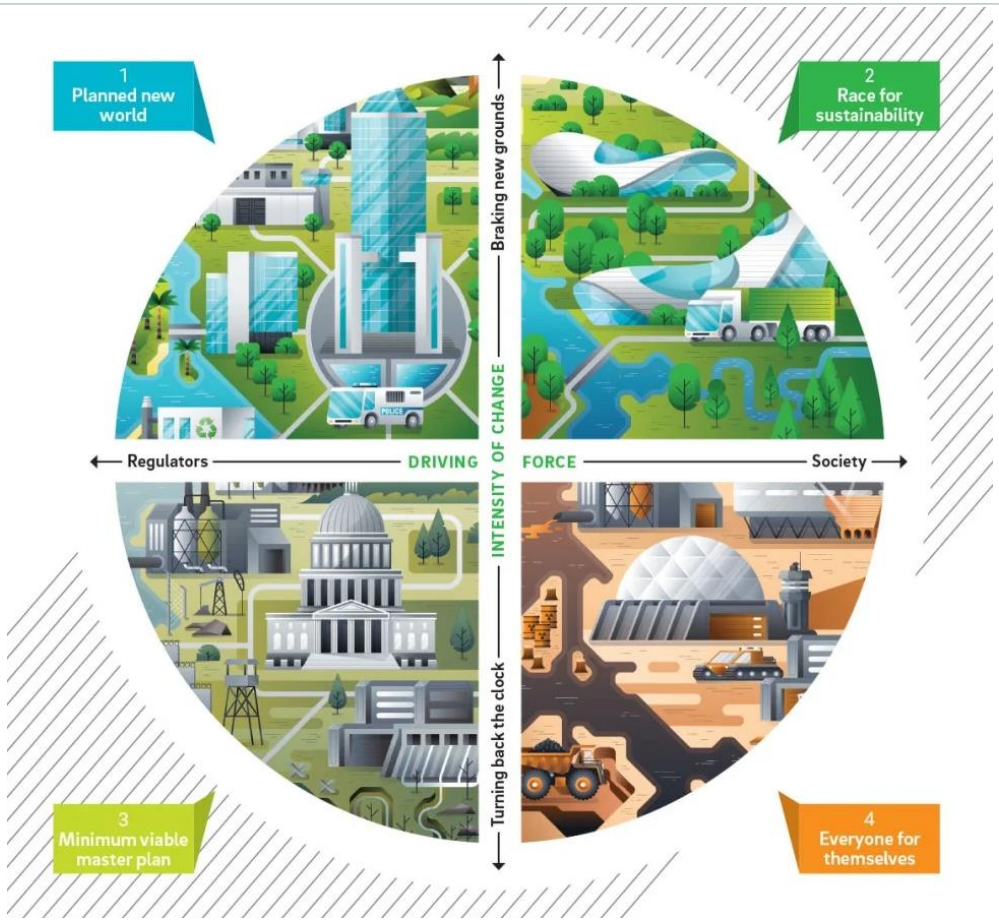
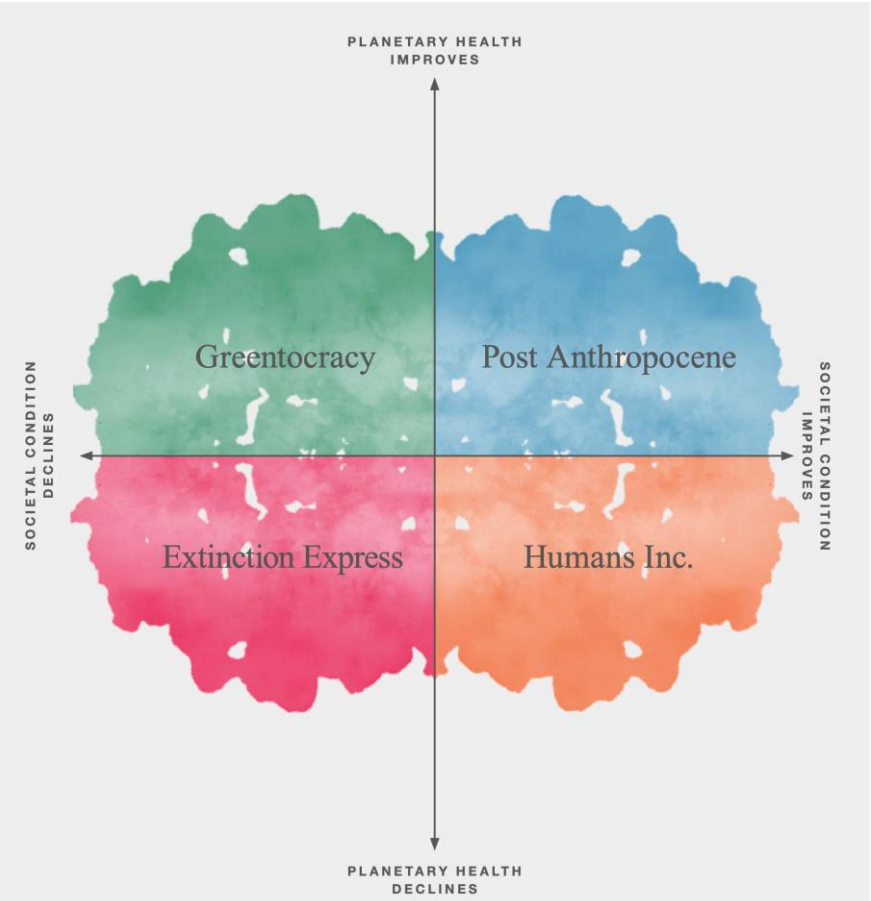


Sohail Inayatullah (1998)

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# DIVERSITY

## FOUR SCENARIOS – WHAT WILL THE WORLD LOOK LIKE IN 2050?



Source: <https://www.arup.com/perspectives/publications/research/section/2050-scenarios-four-plausible-futures>;  
<https://www.rolandberger.com/en/Insights/Publications/Sustainarama-How-sustainability-will-change-the-world-in-2050.html>

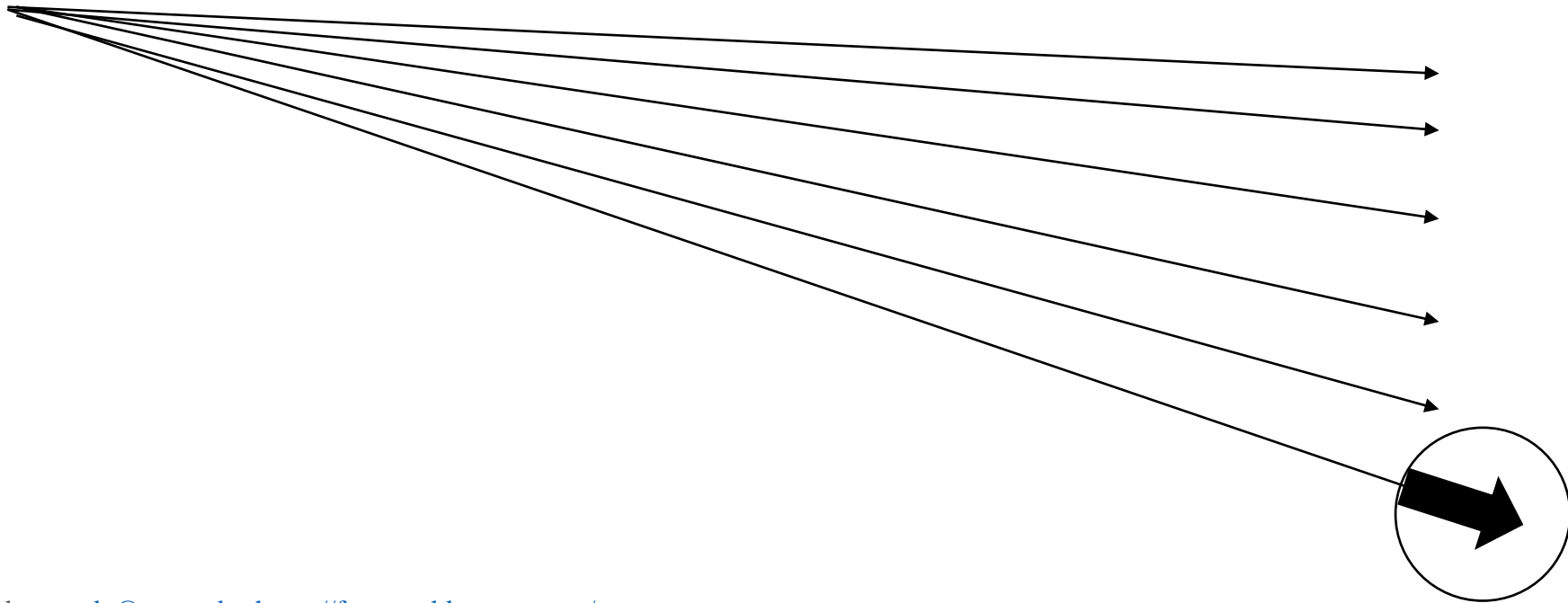
## TAKEAWAY

- It is important for resilient organizations to map a range of futures, on an ongoing basis, to keep up with change.
- In practiced hands, these frameworks can be very powerful ways to generate useful insight – for organizations, communities, and leadership
- But experience has shown us that simply raising these possibilities – „let’s think about this!“ – writing reports, describing them in charts etc., often results in underwhelming responses...

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# THIRD FACET: DEPTH



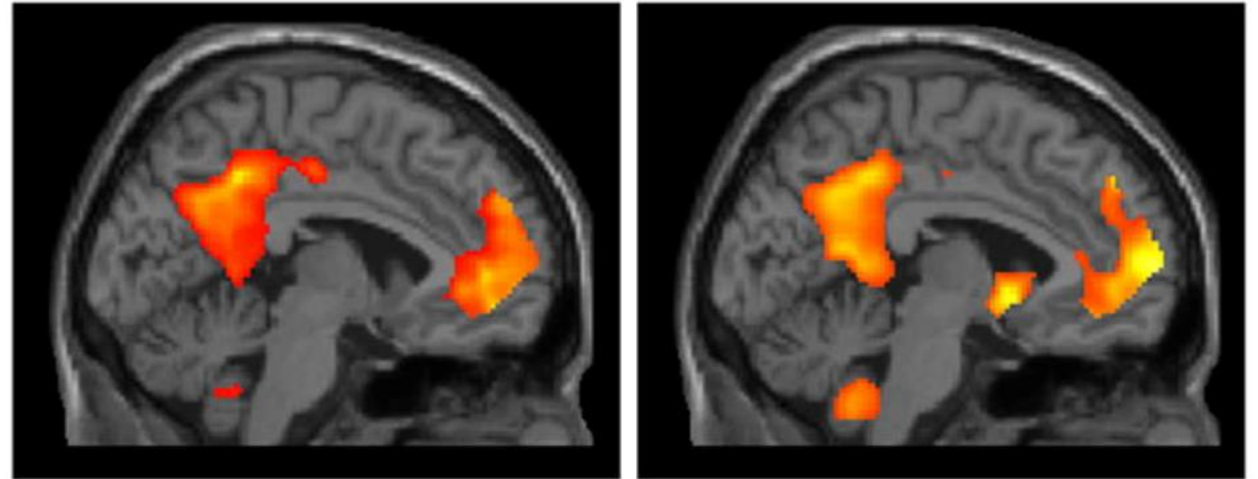
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# DEPTH

## MAKING USE OF PAST EXPERIENCES

- We use our experiences from the past to navigate change
- The ideal would be, perhaps, to experience actual futures before they happen – but usually we are barely even trying

### PAST AND FUTURE EVENT ELABORATION



PAST EVENT > CONTROL

FUTURE EVENT > CONTROL

Stuart Candy: @futuryst @sitlab; [scandy@cmu.edu](mailto:scandy@cmu.edu); <https://futuryst.blogspot.com/>; <https://pubmed.ncbi.nlm.nih.gov/17126370/>

# DEPTH

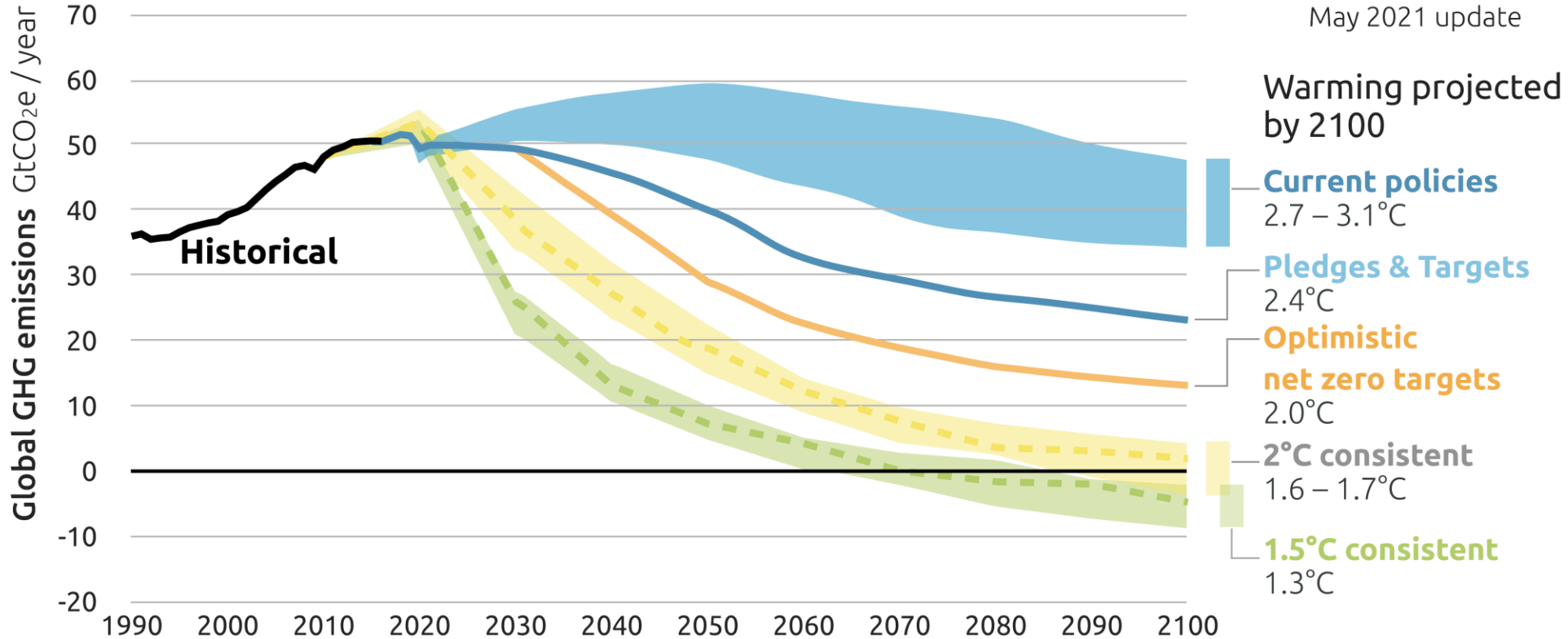
## AN EXAMPLE: IPCC

### 2100 WARMING PROJECTIONS

Emissions and expected warming based on pledges and current policies



May 2021 update



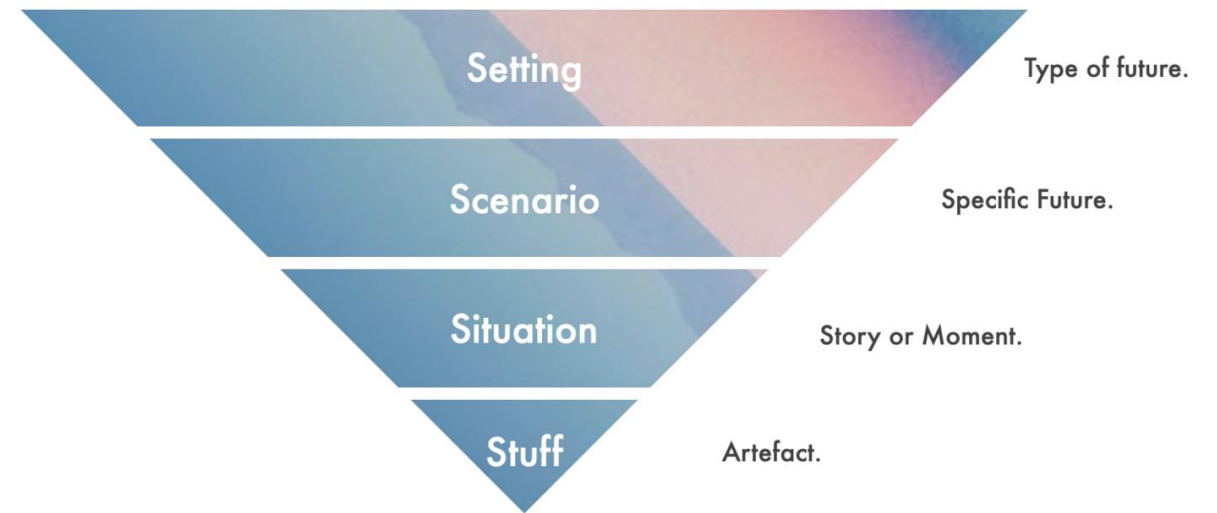
Source: [https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf); <https://climateactiontracker.org/global/temperatures/>

# DEPTH

## THE EXPERIENTIAL FUTURES LADDER

- There is an „experiential gulf“ between how we typically represent/narrate futures for serious purposes, and what real situations feel like on the ground
- **How do we set up/scaffold our imaginations to think things we haven‘t experienced before?**
- Experiential futures: the design of situations and stuff from the future to catalyze insight and change

### The Experiential Futures Ladder



Stuart Candy: @futuryst @sitlab; [scandy@cmu.edu](mailto:scandy@cmu.edu); <https://futuryst.blogspot.com/>; [https://www.researchgate.net/figure/The-Experiential-Futures-Ladder\\_fig1\\_311910011](https://www.researchgate.net/figure/The-Experiential-Futures-Ladder_fig1_311910011)

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## TAKEAWAY

We must try to not just think, **but also feel, our way into these future conditions** if we are to grapple with them effectively!

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# CONCLUSION

## 4TH D – DESIGN

Our images of the future should aim to be:

- Different: from the world we know and/or are accustomed to thinking about
  - Diverse: aka different from each other, representative of a wide range of perspectives, and reflective of the breadth of actual possibilities
  - Deep: meaning they probe beyond the obvious, have complexity and nuance, and ultimately affect us emotionally not just cognitively.
- Futures imagined with Difference, Diversity, & Depth, together enable a 4th D – Design
    - Wiser choices between vividly and rigorously imagined alternatives are possible



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# CONCLUSION

## OUR FUTURE AND THE FUTURE OF BUSINESS



Not just successful organisation-level navigation of change, but our collective future as a species, depends on using our capacity to imagine worlds together, and act accordingly!

**What kind of business is best equipped to meet a dangerous future?**

*A purposeful one. A resilient one. A foresightful one.*

Stuart Candy: @futuryst @sitlab; [scandy@cmu.edu](mailto:scandy@cmu.edu); <https://futuryst.blogspot.com/>

# ADMINISTRATIVE DETAILS

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# SCHEDULE

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

No	Date	Phase	Topic
<b>1&amp;2</b>	02.09.2021	Preparation	Course Introduction, Overview & Getting to know the group; Group Formations, Team Work & Choosing of Topics
<b>3&amp;4</b>	16.09.2021	Critique phase	Global Challenges/UN SDGs & a beyond VUCA world; Guided Group Work: Collecting critical issues & Mapping systems
<b>5&amp;6</b>	30.09.2021 (tbd)	Critique phase / Visioning phase	<u>Excursion</u> : Express and explore your utopia through creative means
<b>7&amp;8</b>	14.10.2021	Visioning phase	Imagining future realities (e.g., Future Game 2050); Future Research, Foresight, scenario development etc.
<b>9&amp;10</b>	28.10.2021	Visioning phase / Implementation phase	Translating Utopia: Evaluation (“DNA”) of utopia & strategic analysis (“retropolation”); How to make it happen: Backcasting Methodology & Exercise
<b>11&amp;12</b>	18.11.2021	Implementation phase	<u>Excursion</u> : Prototyping your solution with Lego Serious Play (LSP)
<b>13&amp;14</b>	25.11.2021	Presentations, debriefing, and feedback	Final Presentations & Handing in Progress- and Reflection Journal (Coursework), Feedback and Debriefing

# SCHEDULING CONFLICT

## WE NEED TO RESCHEDULE THE EXCURSION!

Which would be a suitable date for you to make up for the session on September 30th?

- Monday, 27th September (flexible)
- Tuesday, 28th September (before 5pm)
- Thursday, 30th September (after 5pm)
- Monday, 4th October (after 4pm)
- Tuesday, 5th October (after 3pm)



# CONTENTS, AIMS & COURSE WORK

## Contents

1. Evaluating business sectors in regard to current global challenges and developing solutions
2. Becoming familiar with the field of scenario development and future studies

## Aims

1. Developing scenarios of potential desirable futures, evaluate them and be able to use them in strategic decision making
2. Reflect on the joint learning experience and the creative and strategic solutions development process of the class
3. Fostering futures literacy and applying creativity techniques for brainstorming and ideation

## Course Work (100%)

1. **Media output** taking the form of either video, podcast, or blogposts, to be presented on November 25<sup>th</sup> (70%) – please choose one of the sectors on the following slide [group work]
2. Course work (i.e. **reflective journal**, max. 3,000 words) submission: 22-26<sup>th</sup> November, 2021 (latest by November 26<sup>th</sup> at 23:59) (30%) [individual work]



# SECTORS

## THE FUTURE(S) OF...

- ...Food and Agriculture
- ...Mobility and Transportation
- ...Energy and Infrastructure
- ...Textile and Fashion
- ...Tourism and Travels
- ...Health and Pharmaceuticals



# COURSE WORK

## 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)
  - Blog (8-10 content elements, approx. length of 3,000 words per group member)
- 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: November 25th (our last session)



# COURSE WORK

## 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 max. 3000 words
  - Compile the different questions into one pdf
  - Upload it via Moodle (**tbd**)
  - Submission date: November 26th, 23:59 (latest)



# LITERATURE AND ADDITIONAL READINGS

## SELECTED LITERATURE

- Futures - Open to Variety: A manual for the wise use of the later-than-now (Bergheim & Zimmermann)
- Utopia for Realists: And How We Can Get There (Bregman)
- The Future: A Very Short Introduction (Gidley)
- Transforming the future: Anticipation in the 21st century (Miller)\*
- The New Voices of Science Fiction (Rajaniemi & Weisman) (Additional Reading)
- The Ministry for the Future (Stanley) (Additional Reading)
- Utopia 2048 (Zeddies) (Additional Reading)\*
- Was wäre, wenn...: 33 Szenarien, die unsere Welt neu denken (Koch) (Additional Reading)
- Future Room: Entdecken Sie die Zukunft Ihres Unternehmens (Gatterer) (Additional Reading)
- Handbuch für Zukunftsagenten: Methoden, Denkweisen und Philosophien der Trend- und Zukunftsforschung (Horx & Traub) (Additional Reading)



\* Available as free pdf version online

# FUTURE STUDIES

## SELECTED JOURNALS

- European Journal of Futures Research  
<https://eujournalfuturesresearch.springeropen.com/>
- Foresight  
<https://www.emerald.com/insight/publication/issn/1463-6689>
- Futures  
<https://www.sciencedirect.com/journal/futures/>





# TEAM FORMATION

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# FORMING GROUPS

## PICK A CARD!



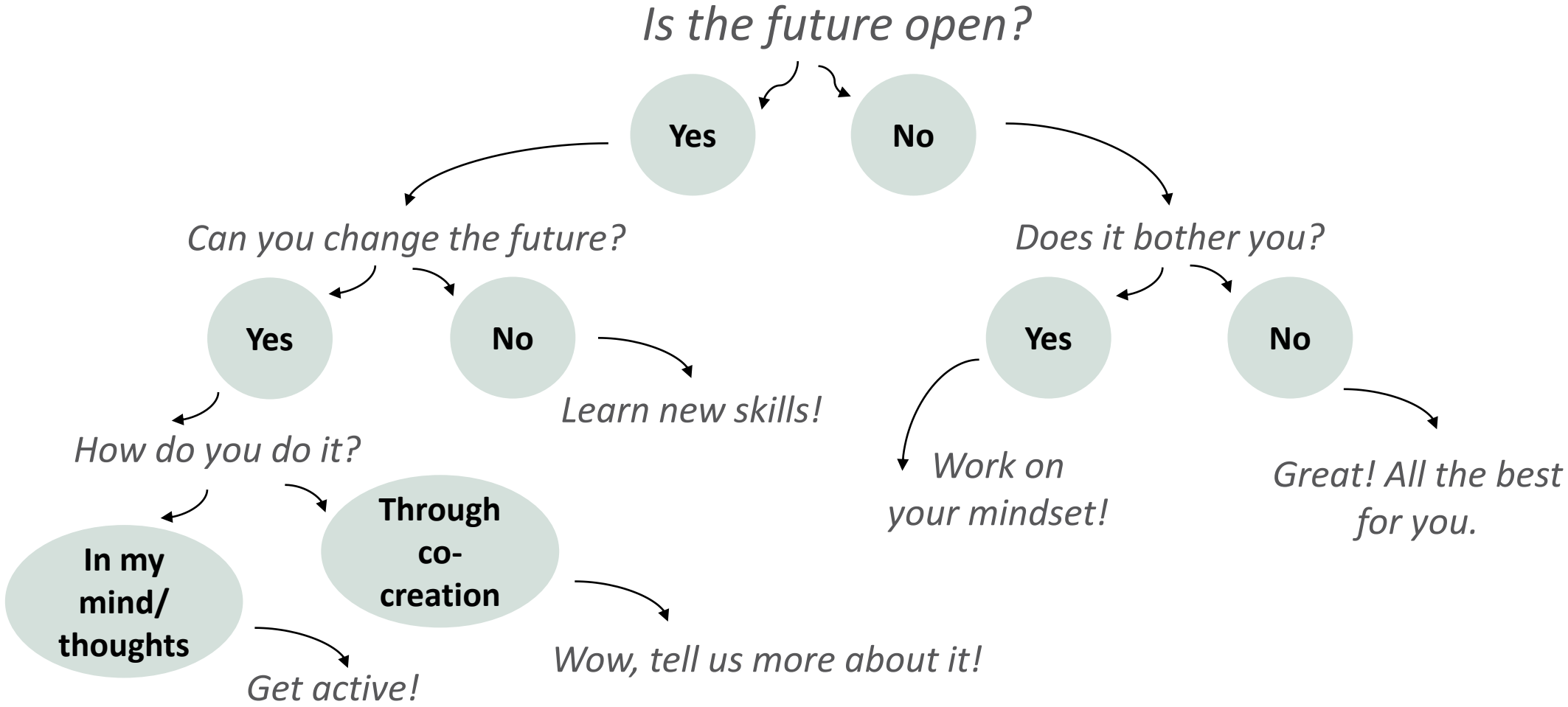
# FORMING GROUPS

## FINAL GROUP SETTING

Group 1 (BLUE) Sector: tbd	Group 2 (GREEN) Sector: Tourism industry	Group 3 (RED) Sector: tbd	Group 4 (YELLOW) Sector: Food industry
Beatriz Bloch	Constantin Krückels	Lisa Kipping	Julia Brucherseifer
Sven Jöbges	Liane Kirsch	Nika Renner	Lisa Mötzing
Tobias Rittich	Laura Kürten		Fiona Weigand

# DO YOU SHAPE THE FUTURE?

## TEAM UP AND FIND OUT!



# FUTURE AND PERSONALITY

PLEASE GO TO: <https://www.16personalities.com/free-personality-test>

## 1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer

**E**  
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer

**I**  
Introversion

## 2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer

**S**  
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer

**N**  
Intuition

**ISTJ**  
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

**ISFJ**  
Warm, considerate, gentle, reserved, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

**INFJ**  
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

**INTJ**  
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

**ISTP**  
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

**ISFP**  
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

**INFP**  
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

**INTP**  
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

**ESTP**  
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

**ESFP**  
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

**ENFP**  
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

**ENTP**  
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

**ESTJ**  
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

**ESFJ**  
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

**ENFJ**  
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

**ENTJ**  
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

## 3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer

**T**  
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer

**F**  
Feeling

## 4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer

**J**  
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer

**P**  
Perceiving

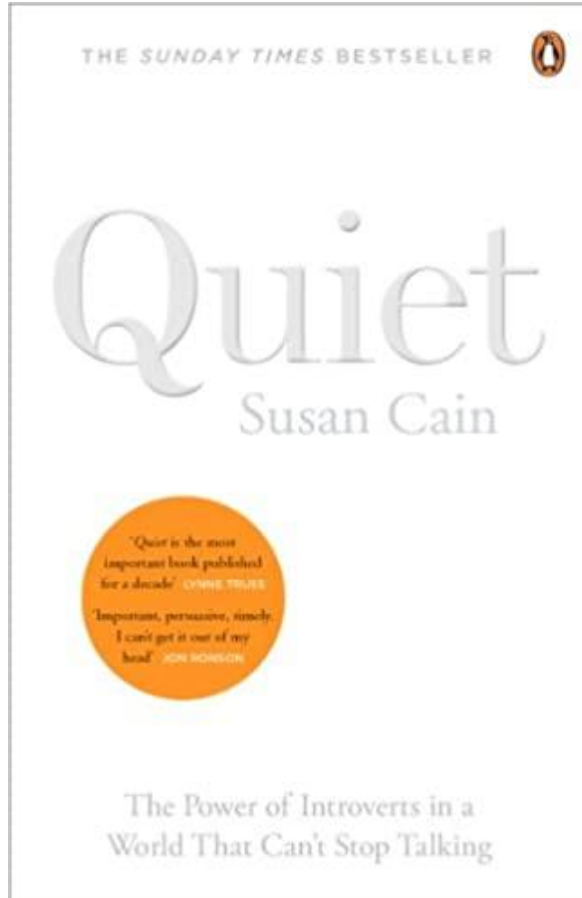
Do you agree with the result?

How does this relate to how you might view the future?

How might it influence working in a group?

# FUTURE AND PERSONALITY

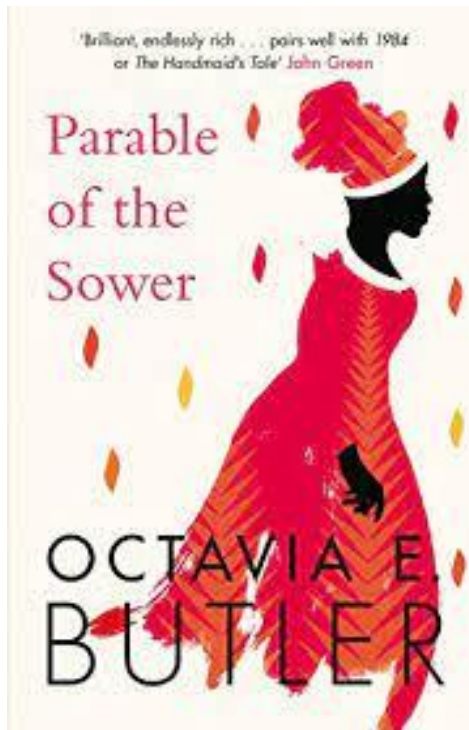
## INTROVERSION VS. EXTROVERSION



- The book „Quiet“ by Susan Cain talks about the divide between being introverted vs. extroverted and about the value of both personality types – whereas in most debates we tend to foster extroversion more and usually consider this trait as the „ideal“.

# FORESIGHT AND CAPABILITIES

## ALL HUMANS CAN FOSTER FUTURES LITERACY



**All humans have the faculty of foresight. We all have the power of imagination as a catalytic resource.**

„The only way to prove to yourself that you have power is to use it.“ – *Octavia E. Butler*  
(*Parable of the Sower*)

# HOMEWORK

**PLEASE COMPLETE THE FOLLOWING TASKS UNTIL SEPTEMBER 16TH!**

- 1) Meet with your team for a fun activity to get to know each other better. Define values for working together & write down team rules.
  - Pick an industry and communicate it via teams on **Thursday, September 9th**
- 2) Please read the following texts to prepare for the „critique phase“
  - *Utopia for Realists* – Chapter 1: The Return of Utopia
  - *The Future. A Very Short Introduction* – Chapter 6: Grand global futures challenges
- 3) For your journaling exercise, please reflect on the content of session 1&2 by sharing your thoughts on the following questions:
  - What might be done in your context to pay attention to more **different** futures?
  - Are they as **diverse** as they could be?
  - How might you explore or communicate the future(s) to which you are attending, in greater **depth**?





# HOW TO DECIDE WHICH TOPIC TO PICK?



- Which personal touch/connection do you have in regard to the topic/sector? Share personal stories, motivation, and experience in your team!
- Start with a question to approach the topic and narrow it down (we will dive into strategies in the next session as well)
  - How does a livable city look like?
  - Which health system is possible?
  - How will social cohesion develop?

# REFLECT: FUTURE ME

WRITE A LETTER TO YOUR FUTURE SELF: <https://www.futureme.org/>

The screenshot shows the FutureMe website interface. The main header is blue with the 'futureme' logo on the left. Navigation links include 'FOR TEACHERS!' (green), 'FOR ORGANIZATIONS!' (yellow), 'Press & Props', 'Read Public Letters' (with a book icon), 'Write a Letter to the Future' (with a pencil icon), and a 'SIGN IN' button. The main content area has a dark blue background with the text 'Write a letter to the future' in large white font. Below this is a quote from Margaret, a member since 2011, and a statistic: 'OVER 10 MILLION LETTERS DELIVERED TO THE FUTURE SINCE 2002'. On the right, a white panel titled 'YOUR FUTURE LETTER' contains a text input field with 'Dear FutureMe,' and a green circular icon. Below the input field are options for 'DELIVER IN' (1 year, 3 years, 5 years, Choose a date) and 'MAKE THIS LETTER' (Private, Public, but anonymous). At the bottom of the panel is a 'YOUR EMAIL ADDRESS' field with a placeholder 'Your Email' and a large green button labeled 'SEND TO THE FUTURE!'.

# UP NEXT: THE CRITIQUE PHASE I

IF YOU ARE SUCCESSFUL,  
WHAT ARE YOU GIVING BACK  
TO SOCIETY?

“Society is demanding companies (both public & private) to serve a social purpose!”

WE WANT  
**SOCIAL PURPOSE!**

Opportunities & Challenges in Impl  
Responsible Finan

The Future of CSR:  
Trends, Implications &  
Challenges

I WANT TO  
FIND A SOLUTION.

→ I TRANSLATE  
SOCIAL & ENVIRON-  
MENTAL ISSUES  
INTO BUSINESS  
CONTEXT

I WANT TO  
CHANGE THE  
SYSTEM IN  
AN active  
WAY!

A NEW WAY  
TO ECONOMIC SUCCESS

SOCIAL  
NEED

CREATING  
SHARED  
VALUE

BUSINESS  
OPPORTUNITIES

CORPORATE  
ASSETS & EXPERTISE

