



27 – 29 September 2022, Innsbruck | Austria

9TH RESPONSIBLE MANAGEMENT EDUCATION RESEARCH CONFERENCE

Societal Impact through Entrepreneurship & Innovation

TRACK 02: RESPONSIBLE MANAGEMENT MEETS FUTURE STUDIES

TRACK CHAIRS

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Futures literacy, anticipation, system thinking, future entrepreneurial education

TRACK DESCRIPTION

Achieving the 17 Sustainable Development Goals (SDGs) is one of the grand challenges of our time, as these intertwined goals emerge from wicked problems (Crowley & Head, 2017), which require us to rewire our brains and rethink some of the seemingly best practices which scholars and practitioners have applied to the field of management education in the past.

Currently, the methodologies stemming from the field of future studies are primarily used in scenario planning and foresight as a strategic management tool. Beyond tentative attempts to bridge, e.g., international business and futures studies in research (Izak et al., 2015; Roberts & Dörrenbächer, 2012; Roberts & Fuller, 2010), we believe that the transformative educational experience could be even greater. We see this potential in the "second leg" of future studies that goes beyond strategic foresight and embraces uncertainty through anticipation (Poli, 2019) by "exploring and developing creative, novel and inclusive solutions" (Sardar, 2010, p. 180), broadening its application and transformation potential (Inayatullah, 2008; Miller et al., 2018).

The usual way for teaching and learning about global ecosystems is that these are threatened by the businesses' lack of a holistic or systems perspective to make comprehensive decisions and take responsible actions (Cumming & Allen, 2017; Ryan, 2019). To solve this dilemma, many publications by UNESCO shed light on sustainable development and competency frameworks for education (Leicht et al., 2018; UNESCO, 2017). Among these, anticipatory competencies, e.g., futures literacy, are among the competencies that were suggested to be fostered in the future. According to UNESCO, futures literacy "is the skill that allows people to better understand the role of the future in what they see and do. Being futures literate empowers the imagination, enhances our ability to prepare, recover and invent as changes occur" (UNESCO, 2021). There are several approaches that strengthen futures literacy. One prominent approach on the part of UNESCO is the Futures Literacy Laboratories (FLL). The Futures Literacy Laboratories (FL Labs) are usually comprised out of four phases (Reveal, Reframe, Rethink, Action), depending on general aims and design aspects agreed upon prior to its execution and implementation (Miller, 2018), which can have various application possibilities. Among these application examples are, e.g., rethinking non-formal education for



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sustainable futures in Asia-Pacific, imagining the future of sports, using the future for innovation policy learning in Norway, exploring futures of local labor markets, future-proofing an entire nation: the case of Tanzania or youth leadership and the use of the future (Bergheim et al., 2018).

To educate future leaders and develop the outlined "futures literacy" competence (Miller & Sandford, 2019), educators can make use of FLL by combining them with various topics in the field of management education. For example, the Solarpunk movement (Johnson, 2020; Reina-Rozo, 2021) highlights one possible or even desirable future around the narrative of sustainable development which clearly links to the Sustainable Development Goals (SDGs). Along with the four phases of FLL, educators can invite students to develop the respective futures for, e.g., their assigned business sectors (e.g., tourism, fashion, mobility, etc.). Navigating through these phases provides learners with ideas to create compelling narratives for sustainable business development by learning about and experiencing selected exercises reaching from trends analysis, foresight, and scenario planning to backcasting and prototyping. In addition to sharing these exercises in the usual classroom setting, educators may want to go beyond the traditional teaching experience by offering selected workshops, e.g., improv theater, LEGO® Serious Play®, etc. This procedure enables students to go beyond critically reflecting the status quo of various industries by exploring different visions of these and working towards implementing respective futures.

We aim to contribute to the conference theme "Societal Impact through Entrepreneurship & Innovation: Responsible Leadership Education for the Changemakers of tomorrow" by introducing futures literacy as a key competence for responsible leaders and providing them with hands-on tools and exercises on how to foster this competence. By introducing this track, we aim to attract and invite researchers from both, the education for sustainability and futures studies cohort to foster an exchange of best practices and advance both fields. As we want to further the intersection between (management) education and futures (Király & Géring, 2019; Smith, 2021), we invite educators or practitioner to share their creative interpretation and teaching pedagogy which applies or enhances the FLL methodology. Additionally, as we acknowledge the experiential stage of this approach, we also welcome contributions, which discuss the challenges/dilemmas/set-backs of some innovations highlighted and applied in the classroom.

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