

Becoming future-oriented entrepreneurs in universities and companies



FEN MEETING BERLIN, 16 May 2018

PROJECT PRESENTATION

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Project rationale and objectives

MOTIVATION

Evident need to better navigate in an era of rapid change, technological disruptions, turbulence and volatile markets.

FORESIGHT

Anticipating the future

FUTURES LITERACY (FL)

Practical knowledge of using the future

ENTREPRENEURSHIP

Shaping the future

ENTREPRENEUR = ASTUTE

Person having the ability to accurately assess situations, people, facts and events and turn this to one's advantage (Online Oxford Dictionary)



Increase Future Literacy among students, entrepreneurs and academics



Integrate Foresight with other academic disciplines



Guide individuals and organisations in advancing their future preparedness



Project core outcomes

FORESIGHT CAPACITY BUILDING

is instrumental to nurture future

– oriented individuals

How to educate future-oriented entrepreneurs?

- ... let's start from building foresight capacities at entrepreneurship and management faculties....
- ... let's blend traditional methods for strategic management, with methods that enhance our capabilities for thinking and exploring the future...

ONLINE COURSE IN FUTURES LITERACY







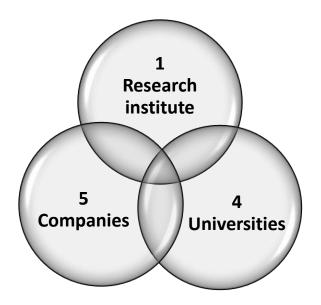


Project partnership

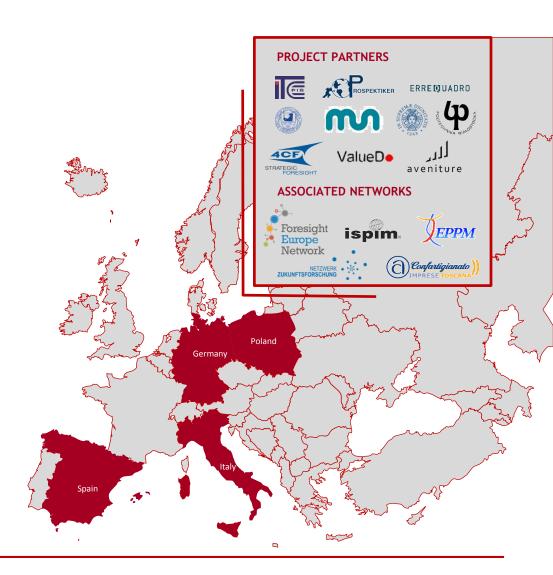
4 countries

Poland, Italy, Germany, Spain

10 institutions

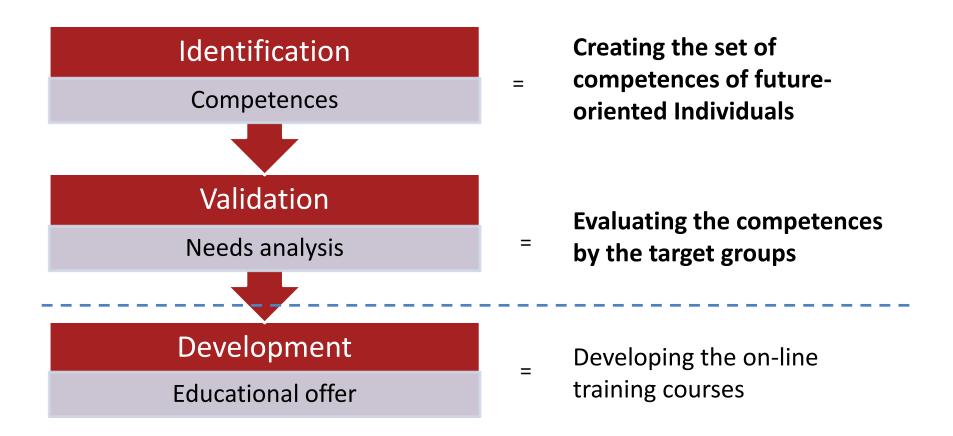


+ associated networks





Ongoing work





Best practice: an integrated approach

How to select really key competences?

A mix of human experts, stakeholders involvement, and computer algorithms

Selection of relevant foresight courses, academic literature, syllabuses, business foresight practices





Extraction of "candidates" by various methodological approaches



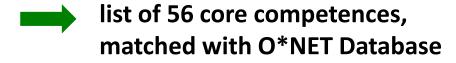


Cleaning, clustering and structuring, via human analysis and NLP software





Interviews and statistic analysis, competence-stakeholder correlation



Online survey among target groups

Ranking of 12 competences



12 competences for online survey

Thinking creatively

Developing, designing, or creating new applications, ideas, systems, relationships or products, including artistic contributions

Systems analysis

Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes

Reflexive capacity

Thinking through how professional and personal values impact working activities, and one's own, and others' behaviour

Problem sensitivity

The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem

Making decisions and solving problems

Analysing information and evaluating results to choose the best solution and solve problems

Adaptability/ Flexibility

The ability of people to learn, think, act, and work differently in complex, uncertain and changeable circumstances

COMPETENCES

NEEDED TO MANAGE

FUTURE-ORIENTED

PROFESSIONAL TASKS

Analysing data or information

Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts

Critical thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems

Developing objectives or strategies

Establishing long-range objectives and specifying the strategies and actions to achieve them

Inductive reasoning

The ability to combine pieces of information to form general rules or conclusions (ncl. finding a relationship among unrelated events)

Influencing others

Convincing others to change their minds or actions

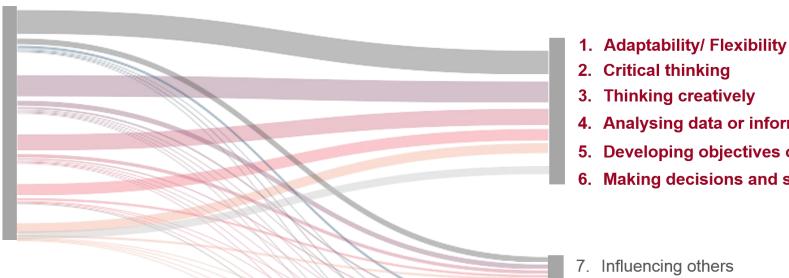
Interpreting the meaning of information to others

Communicating with others to translate or explain what information means and how it can be used



COMPETENCES

General ranking based on survey results



The research sample consisted of 346 respondents; rather evenly representing:

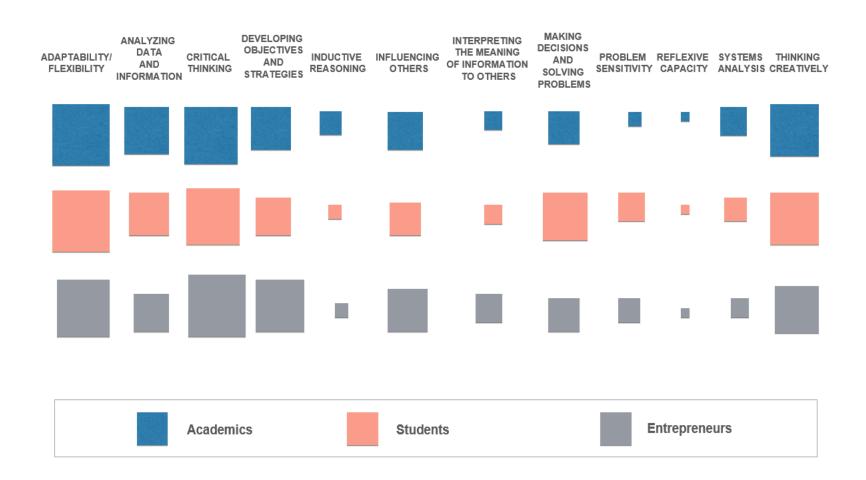
- Working population (academics: 21%, business representatives: 24%) and
- Studying community (university students: 55%).

- 4. Analysing data or information
- 5. Developing objectives or strategies
- 6. Making decisions and solving problems

- 8. Systems analysis
- 9. Problem sensitivity
- 10. Interpreting the meaning of info. to others
- 11. Inductive reasoning
- 12. Reflexive capacity



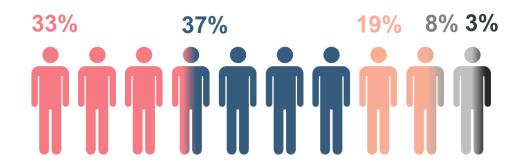
Target group preferences





Future-orientation of our research sample (individual)

How familiar are you with the concepts of foresight/futures literacy?



NOVICE

I have no or have an incomplete understanding of the concepts of Foresight /Futures Literacy

ADVANCED BEGINNER

I have a basic understanding of the concepts of: Foresight /Futures Literacy

COMPETENT

I have a good working understanding of the concepts of: Foresight /Futures Literacy

PROFICIENT

I have a deep understanding of the concepts of: Foresight /Futures Literacy

EXPERT

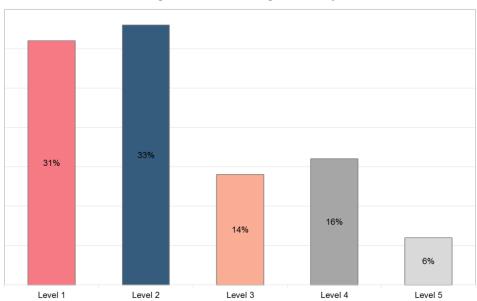
I have an authorative or deep holistic understanding of the concepts of: Foresight /Futures Literacy

Based on http://devmts.org.uk/dreyfus.pdf and http://certifications.bcs.org/upload/pdf/sfia-levelsknowledge.pdf



Future orientation of our research sample (organisational)





LEVEL 1

Foresight activities are not or are rarely held and result in only a coincidental relationship to planning activities and resulting execution

LEVEL 2

Foresight projects are on the annual calendar for an organization. The process and the results trickle through the organization and unevenly become part of the future of the organization

LEVEL 3

Foresight activities are regularly on the agenda for all levels of management. The results of these activities play an important role in deciding and executing the future agreed upon for the organization

LEVEL 4

Foresight activities and discussions of the future are a considered part of planning activities of the organization. The organization effectively and consistently executes to deliver the plan for the future

LEVEL 5

The organization is recognized by peers as being able to envision a vibrant future and then effectively enlist all its members to engage and live their collective vision

What is the level of the proficiency of your company in the field of Foresight?

Based on Grim 2009 (http://www.foresightalliance.com/resources/foresight-maturity-model/)



Implications of the survey results for beFORE e-learning programme development

In a view emerging from the results of the survey, that is:

- The relatively low level of 'Foresight awareness' and
- Similar competence choices across the different target groups, it seems reasonable to the project consortium to offer a basic course and accompanying, advanced thematic courses, which could be of interest to any of the target groups' representatives. Both basic, and advanced courses could fall into the four module framework:

Module 1	Module 2	Module 3	Module 4
An overview of the field and bringing in the perspective of personal futures	Rationale behind foresight, areas of its application, outcomes, impacts and risks	Methods / Tools needed to work with the abstract ideas of futures / uncertainty	Communicating the results to various audiences and stimulating agency



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Dissemination reports

The course will be piloting in 2019. Please visit our website: futureoriented.eu to find out more about the course and our #beFORE project.



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THANK YOU

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