

| Program              | Leaders at Work                              |
|----------------------|--|
| Course title         | The Future is Here: Foresight and Innovation |
| Number of ECTS       | 4  |
| Language of Teaching | English                                      |
| Year and semester    | 2022, Fall semester                          |
| Lecturer name        | Rita Golstein-Galperin                       |
| Lecturer telephone   | +972-586255232                               |
| Lecturer email       | Rita.golstein@gmail.com                      |
| Office hours         | After session, by appointment                |

### Course Details:

|                    |   |
|--------------------|---|
| Course description | <p>As the pace of social, technological, economic and environmental change increases – governments, businesses and societies find it harder and harder to anticipate, understand, plan for and create around this uncertainty.</p> <p>This course will introduce the students to the practice of futures thinking, synthesize new ways of mapping possible futures, as well as identify the potential barriers and opportunities. We will explore essential futuring skills, such as horizon scanning, trends identification, looking at weak signals, scenario development and others.</p> <p>The students will then dive deeper into thematic analysis of different domains, such as education, healthcare, mobility, heritage, economic security, labor market or public policy – tackling the question “<b>are we ready for the future?</b>”.</p> |
| Learning Outcomes  | <p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of future orientation and trend watching</li> </ul>   |

|  | <ul style="list-style-type: none"> <li>• Develop a long-term and systems view of society</li> <li>• Collect and analyze signals of change in various domains – such as labor market, healthcare, public policy and others.</li> <li>• Learn to identify emerging social trends &amp; map the systems</li> <li>• Identify, analyze and generate forecasts and alternative future scenarios</li> </ul> |                               |                     |                    |                    |   |   |   |   |
|--|--|-------------------------------|---------------------|--------------------|--------------------|---|---|---|---|
| Teaching Methods                       | <ul style="list-style-type: none"> <li>• Presentations for learning new concepts, methodologies and theories</li> <li>• Group discussions</li> <li>• Student-led Debate between groups</li> <li>• Group presentations of assignments</li> <li>• Hands-on interactive workshops</li> </ul>  |                               |                     |                    |                    |   |   |   |   |
| Assignments and Requirements           | <ul style="list-style-type: none"> <li>• 15% - Personal Assignment – Global Trends</li> <li>• 10% - Debate in Class – Exponential Organizations</li> <li>• 15% - Personal Essay – future-oriented role model</li> <li>• 45% - Group Presentation – Thematic Analysis of the Future in a specific thematic domain</li> <li>• 15% Active participation in class workshops and discussions</li> </ul>   |                               |                     |                    |                    |   |   |   |   |
| Grade composition                      | As mentioned above   |                               |                     |                    |                    |   |   |   |   |
| Attendance                             | Students must attend 80% of the sessions.  |                               |                     |                    |                    |   |   |   |   |
| Work Parameters<br>(Per week-13 weeks) | <table border="1"> <thead> <tr> <th>Contact hours in lecture form</th> <th>Assignments (hours)</th> <th>Reading (hours)</th> <th>Self-Study (hours)</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>   | Contact hours in lecture form | Assignments (hours) | Reading (hours)    | Self-Study (hours) | 2 | 2 | 2 | 2 |
|  | Contact hours in lecture form  | Assignments (hours)           | Reading (hours)     | Self-Study (hours) |                    |   |   |   |   |
| 2                                      | 2  | 2                             | 2                   |                    |                    |   |   |   |   |
| Attendance                             | Students must attend 80% of the sessions. Unexcused absences exceeding 20% (more than 3 during the semester) will result in an “incomplete” grade in the course.   |                               |                     |                    |                    |   |   |   |   |

### Course Plan - Weekly Topics

| Session No. | Date     | Topic  | Reading before / Assignments after  |
|-------------|----------|--|---|
| 1           | 27/10/22 | The ever-changing world - orientation  | <ul style="list-style-type: none"> <li>- Richard Slaughter, "<a href="#">Why We Should Care About Future Generations Now</a>"</li> <li>- Will Weisman, <a href="#">Living in an Exponential World</a>, SU (video)</li> </ul>  |
| 2           | 3/11/22  | Introduction to the Study of the Future  | <ul style="list-style-type: none"> <li>- Marina Gorbis, <a href="#">The Future as a way of Life</a></li> <li>- Andersen, Per Dannemand, and Birgitte Rasmussen. "Introduction to foresight and foresight processes in practice: Note for the PhD course Strategic Foresight in Engineering." (2014).</li> </ul>                   |
| 3           | 6/11/22  | Study Tour to the Israeli Innovation Center at the Peres Center for Peace and Innovation | <p><b>TBC</b></p> <p>* Personal assignment – Future-oriented role model</p>   |
| 4           | 17/11/22 | Shifting the Paradigm – the change of learning (in class workshop)                       | <ul style="list-style-type: none"> <li>- Wendell Bell and Oliver W. Markley: <a href="#">Two Futurists' Views of the Preferable, the Possible and the Probable</a></li> </ul>   |
| 5           | 24/11/22 | Trends and Drivers   | <ul style="list-style-type: none"> <li>- Adi Yoffe, <b>NEXT: A Manual for Disruption</b> (2020) – Chapter 3</li> <li>- Scott Smith, <b>How to Future</b> (2020) – chapter 4</li> <li>- Oxford, <a href="#">Facing the future: Scanning, synthesizing and sense-making</a></li> </ul> <p>* Personal assignment – Global trends</p> |
| 6           | 1/12/22  | Global mega trends   | <ul style="list-style-type: none"> <li>- WEF, <a href="#">Global Risks Report 2022</a></li> <li>- NIC, <a href="#">Global Trends 2040</a></li> <li>- EEA, <a href="#">Earth 2050 Global Megatrends</a></li> </ul> <p>* Submit your group's research domain</p>  |
| 7           | 8/12/22  | Scenarios and Storytelling the Future  | <ul style="list-style-type: none"> <li>- Scott Smith, <b>How to Future</b> (2020) – chapters 5 &amp; 6</li> </ul>   |

|    |          |  |  |
|----|----------|--|--|
|    |          |  | <ul style="list-style-type: none"> <li>- <a href="#">State of the Future</a>, V. 19 – Technology 2050 Global Scenarios</li> <li>- Elise Boulding, <a href="#">A Journey into the Future: Imagining a Nonviolent World</a></li> </ul>   |
| 8  | 15/12/22 | Anticipatory Innovation & Foresight in Government – Guest Lecture - Joshua Polchar | <ul style="list-style-type: none"> <li>- <a href="https://oecd-opsi.org/projects/anticipatory/">https://oecd-opsi.org/projects/anticipatory/</a></li> <li>- Suraya Sulaiman, <a href="#">Are We Ready for the Exponential Government?</a></li> </ul> <p>* Personal assignment – the role of Business</p> |
| 9  | 22/12/22 | Exponential Organations - The role of Businesses                                   | <ul style="list-style-type: none"> <li>- Salim Ismail, <b>The Exponential Organizations</b> (2015) – Chapters 3&amp;4</li> </ul> <p>&amp; Prepare for debate in class</p>  |
| 10 | 29/12/22 | Map the Sytem – diving into your theme (in class workshop)                         | <ul style="list-style-type: none"> <li>- Daniela Papi, <a href="#">TEDx talk Oxford, Map the System Guide</a> (chapter 1)</li> </ul>   |
| 11 | 5/01/23  | Foresight for Social Development & SDGs  | <ul style="list-style-type: none"> <li>- UN, <a href="#">Applying foresight and alternative futures</a></li> <li>- SOIF, <a href="#">Making foresight work for development</a></li> </ul>  |
| 12 | 12/01/23 | Student Presentations  |  |
| 13 | 19/01/23 | Prototyping solutions for the future? (Design Thinking workshop)                   | IFTF, <a href="#">Future of Connected Living</a>   |

**Required** Reading List and Additional Sources:

As outlined in the table above

**Optional** Reading List and Additional Sources:

[State of the Future](#), Global Challenges

Philip E. Tetlock, [Superforecasting: The Art and Science of Prediction](#) (2016)

Scott Smith, [How to Future](#) (2020) – remaining chapters

Adi Yoffe, [\*\*NEXT: A Manual for Disruption\*\*](#) (2020) – remaining chapters

Kevin Kelly, [\*\*The Inevitable : Understanding the 12 Technological Forces That Will Shape Our Future\*\*](#) (2017)

Institute for the Future, [\*\*The future of Work and Implications on Health\*\*](#)

Salim Ismail, [\*\*The Exponential Organizations\*\*](#) (2014) – remaining chapters

Netflix, **Abstract: the Art of Design** – [Neri Oxman](#)

Lyla Acaroglu, [\*\*Future of the Sustainable Workplace\*\*](#)

Mats Lindgren & Hans Bandhold (2009) [\*\*Scenario Planning: The Link Between Future and Strategy\*\*](#)