

FORESIGHT for entrepreneurial minds



INSTITUTUL de PROSPECTIVA

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Foresight concepts



Examples



Practice





What is an entrepreneur?



What is an entrepreneur?

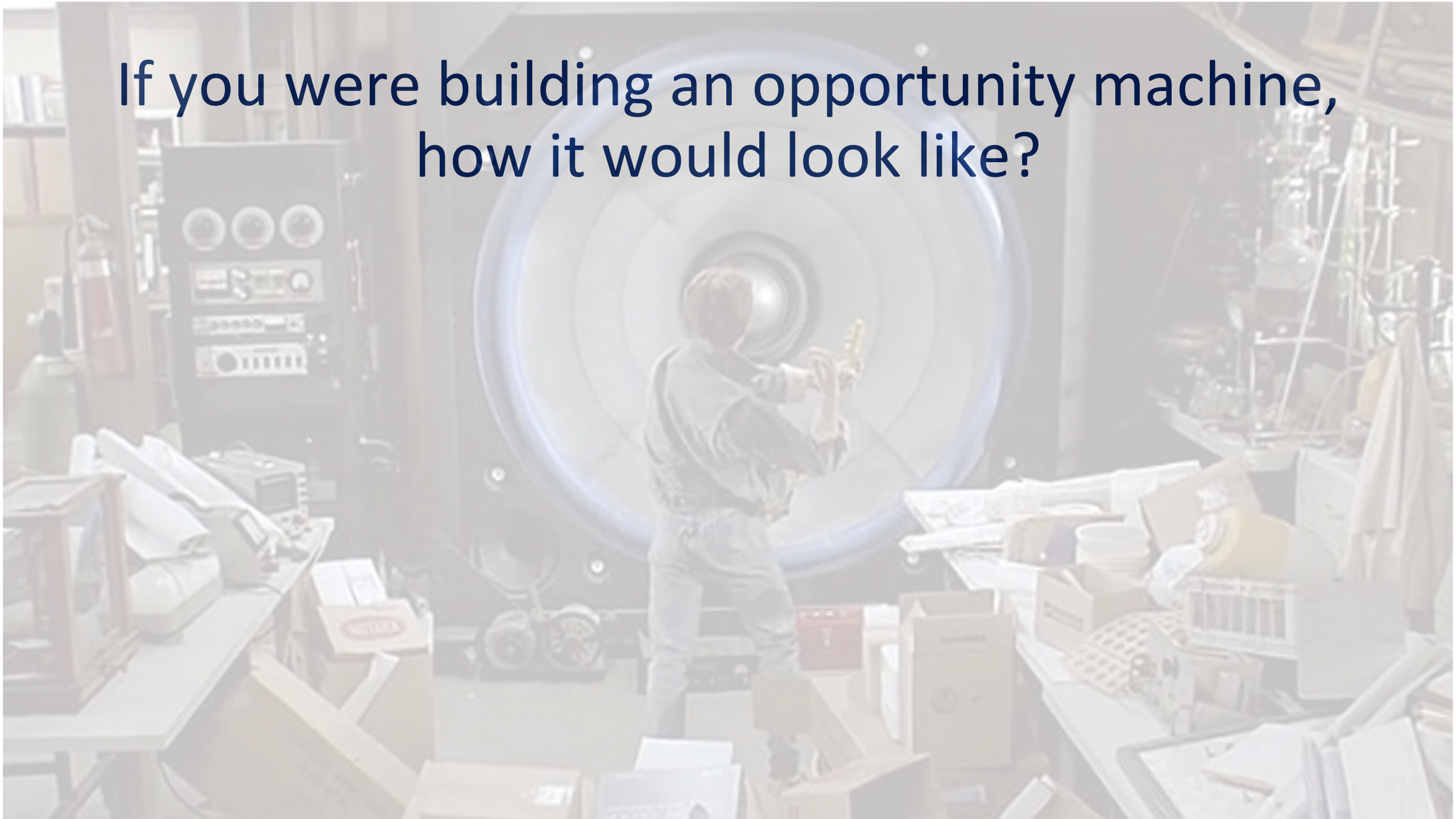
Entrepreneur is someone who starts their own business, especially when this involves seeing a new **opportunity**.

Cambridge dictionary

A social entrepreneur is a person who explores business **opportunities** that have a positive impact on their community, in society or the world.

U.S. Chamber of Commerce

If you were building an opportunity machine,
how it would look like?



If you were building an opportunity machine,
a time machine would be the perfect solution



Understanding the system

Drivers of change

Future scenario(s)
2030

Visioning

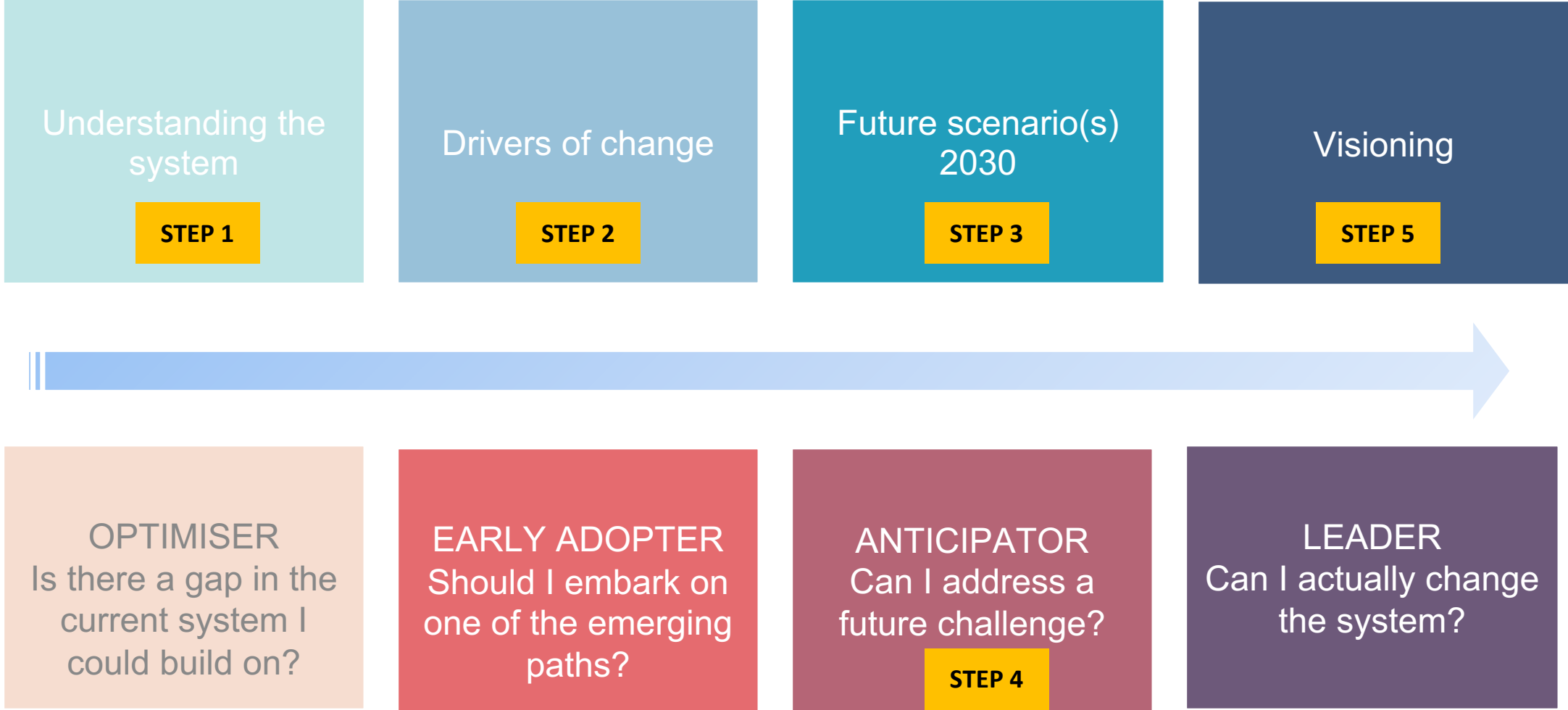


OPTIMISER
Is there a gap in the current system I could build on?

EARLY ADOPTER
Should I embark on one of the emerging paths?

ANTICIPATOR
Can I address a future challenge?

LEADER
Can I actually change the system?



STEP 1. Understanding the system

a) Choose a system:

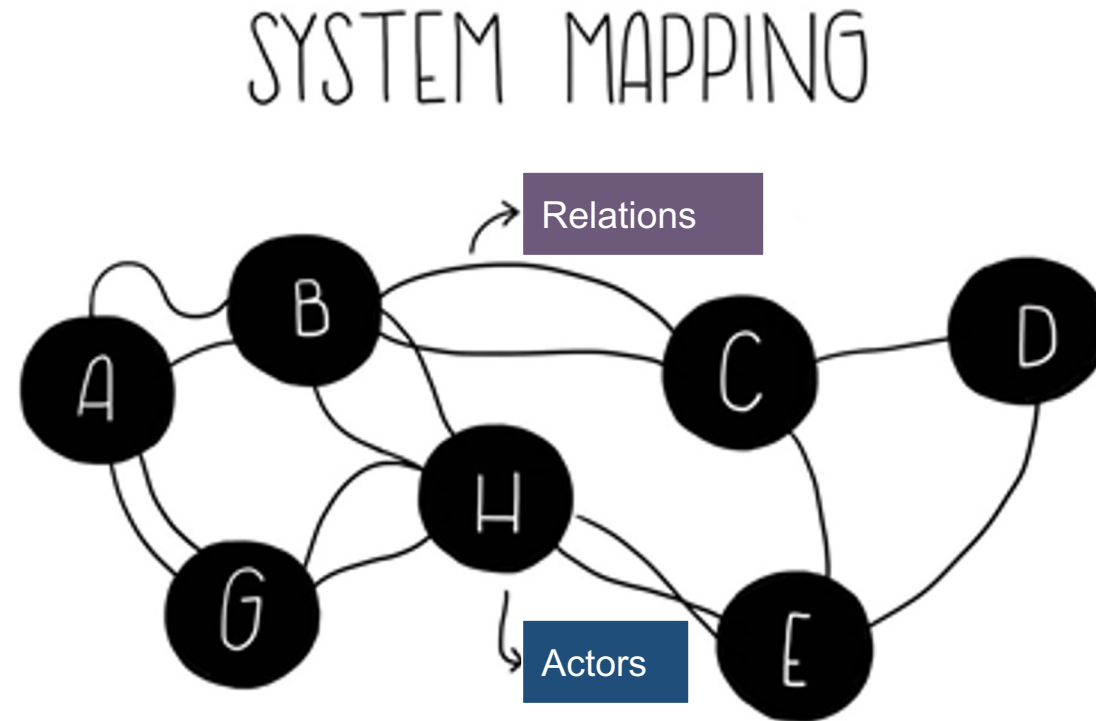
- Service/ industry
- A system that you as a group know well and are willing to explore in more depth
- A system you are/could be interested in shaping, as an entrepreneur

Examples

- agri-food
- retail/shopping
- urban mobility
- dating
- tourism
- entertainment
- fashion industry
- any other well defined system
- tertiary education

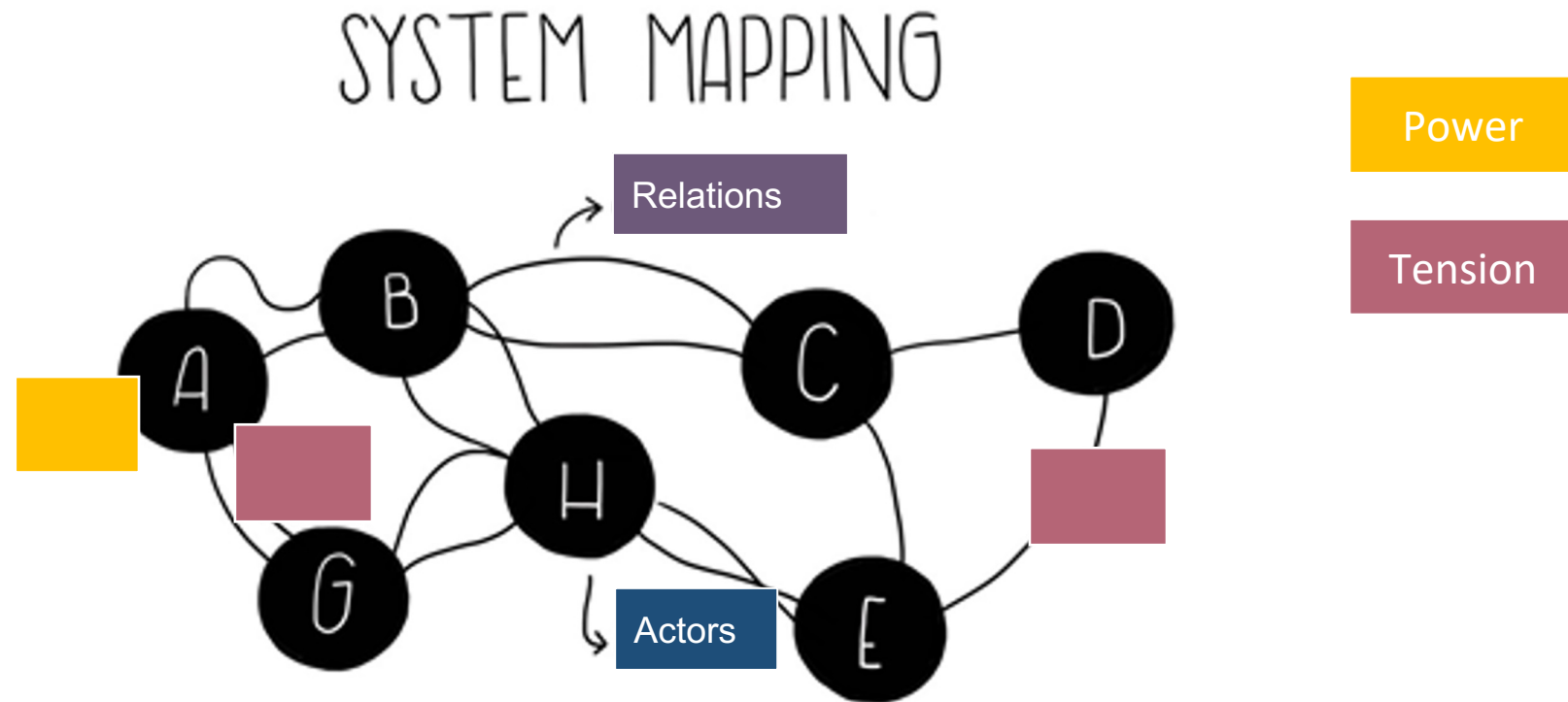
Understanding the system

b) Identify key actors & Relations



Understanding the system

c) Identify who has the power & Where are the tensions/gaps

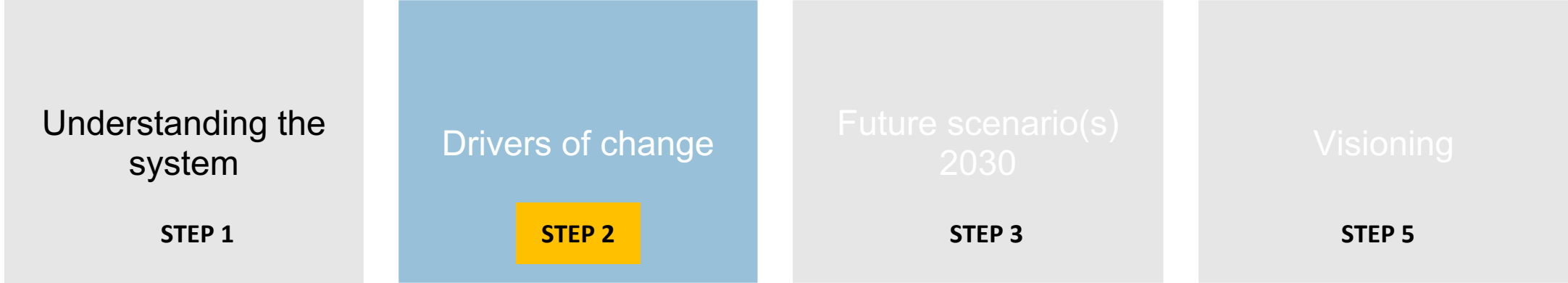




Plenary

Group rapporteur
presents the system in
its current architecture





Types of drivers of change

Weak signals

Weak signals are emerging phenomena in the form of data points that indicate that significant change is underway. They have not become trends but could become an emerging pattern or a major driver. They are those instances of change that are perceived when looking beyond our immediate context.

Trends

A trend has a recognisable development path that is supported by multiple credible sources. It is a flow of transformations that is not redirected easily, and it is having an impact in the surrounding. Trends have a lifecycle with different maturity levels, these can start strong or weak, overtime increase and eventually decrease, some are stable others have a short life. In general, trends can be verified by collecting enough data to form statistics that prove their existence or by experts who are well aware of the changes within their fields.

Megatrends

Megatrends are global, long-term change developments that impact business, economy, and cultures on both individual and societal levels. They are combinations of multiple trends, phenomena and issues that are intertwined. Directions of megatrends remain constant for a long time, and they can span over multiple decades. Megatrends also have wide-reaching impacts

Wild cards

A **wild card** is a highly unlikely yet highly impactful event One that is surprising and unpredictable and whose appearance will have tremendous consequences that can significantly change the present and the future.

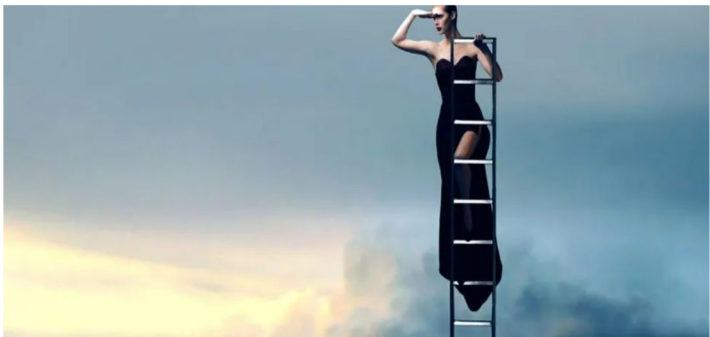
Drivers of change: Some recommended reports



- [The Future of Food and Agriculture – Drivers and triggers for transformation](#) (publ. 2022) | *FAO*
- [Reimagining the Food System: scanning the horizon for emerging social innovations](#) (publ. 2021) | *Institutul de Prospectiva*



- [40 Future Retail Trends to 2030](#) | *RetailEconomics*
- [Future of Retail 2030 - Trends, drivers & enablers](#) | *FUTURICE*
- [Retail 2040](#) (publ. 2022)| *Institutul de Prospectiva*



- [The State of Fashion 2023](#) | *McKinsey*
- [Front row: Seeing the fashions of the future. Fashion 2030 study](#) | *KPMG*

Drivers of change: Some recommended reports



- [TINDER'S YEAR IN SWIPE™ 2022](#)
- [Trends set to enhance online dating](#) | *Entrepreneur*



- [Megatrends shaping the future of tourism](#) (publ 2018) | *OECD*
- [Trends and Signals of the Future of International Travel in Finland](#) | Visit Finland
- [What are the travel trends up to 2030?](#) | hotspot.earth



- Driving forces and key technological innovations: [The future of sustainable urban mobility - how will we move in 2035?](#) | *Politecnico di Milano*
- [The future\(s\) of mobility: How cities can benefit](#) | *McKinsey*

Drivers of change: Automation & digital transformation

✓ It's happening anyway, how can I adapt to change



How can I better integrate these technologies to advance my objectives

✗ How many of the technologies can I adopt?

Voice recognition

Emotion recognition

Generative AI

Wearables

Immersive VR

Augmented reality

Brain to machine

Drivers of change by 2030

a) Identify the drivers

	Type	Impact (1-5)	Certainty (1-5)
Social - ...			
Technological - ...			
Economic			
Ecologic			
Political			
Values			

TYPE:

M = Megatrend

T = Trend

W = Weak signal

W = Wild Card

IMPACT

The extent to which the driver of change would affect the system

CERTAINTY

How likely/probable is that the driver of change will come to realization

Scale from 1 to 5

1 - very low impact/certainty

5 - very high impact/certainty

Select top 3 drivers based on high impact and high probability.



Example: Tertiary education - Drivers of change

Factors of change	Type	Impact type	Impact score (1-5)	Probability (1-5)
Social <ul style="list-style-type: none"> • Ageing population • Foreign students from younger societies • Increasing social inequality 	M T M	<ul style="list-style-type: none"> - less students, some older students - cultural diversity - access to edu. challenges; new scholarships 	3 3 2	4 4 3
Technological <ul style="list-style-type: none"> • Learning platform providers (=vast bodies of knowledge available) • Increased importance of social media • Generative AI (e.g. Chat GPT) 	E T E	<ul style="list-style-type: none"> - Life Long Learning; Focus on skills; Professor as facilitator - Importance of group behavior, democratization of edu., expression of opinion - Challenge in evaluation; Quest driven learning 	5 5 4	4 5 4
Economic <ul style="list-style-type: none"> • Decreased student employability • Need for up/re-skilling • Companies providing certification 	T T E	<ul style="list-style-type: none"> - alternatives to higher education - more Life Long Learning - Skipping university 	5 5 4	4 5 4
Environment <ul style="list-style-type: none"> • Climate change • Circular economy 	M T	<ul style="list-style-type: none"> - reduced mobility - resource frugality 	4 5	5 4
Politics & Governance <ul style="list-style-type: none"> • More integrated European Higher Education Area 	T	<ul style="list-style-type: none"> - common standards 	3	4
Values & Behavioral changes <ul style="list-style-type: none"> • Work/Education - life balance • Individuality • Shorter attention span & affinity for form • Self education 	T T E E	<ul style="list-style-type: none"> - expectation to work less - expectation for customized education - <u>'frugal' education, visual content</u> - No certificate 	4 4 5 4	4 4 5 4

Drivers of change by 2030

b) Check for cross-amplification effects

	Driver A	Driver B	Driver C
Driver A			
Driver B			
Driver C			

Considering the probability of the selected top drivers as 1 (i.e. assuming they will come to realization), use the light-blue section of table above to estimate the combined effect of paired drivers of change, by giving scores:

- 2 - high amplification between the respective two drivers
- 1 - no amplification between the respective two drivers
- 0 - the co-occurrence of the two drivers is resulting in a reduction of their impact.

Example: Tertiary education

Drivers of change - cross amplification

	Need for up-skilling	Learning platform providers	Shorter attention span & affinity for form	Circular economy	Generative AI
Need for up-skilling					
Learning platform providers	2				
Shorter attention span & affinity for form	0	2			
Circular economy	0	1	0		
Generative AI	1	1	2	0	

Understanding the system

STEP 1

Drivers of change

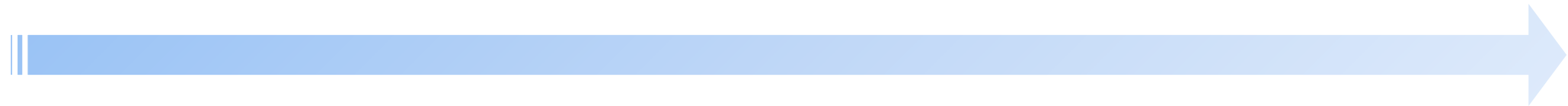
STEP 2

**Future scenario(s)
2030**

STEP 3

Visioning

STEP 5



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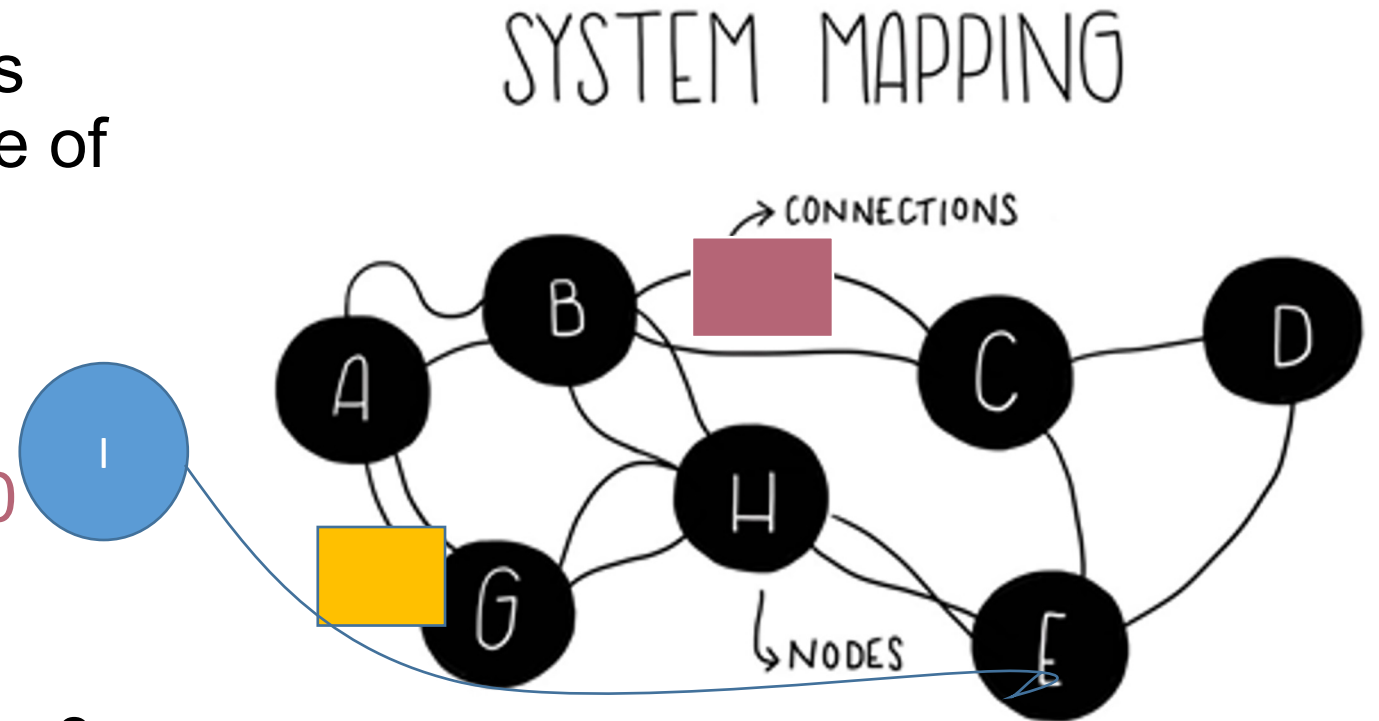
ANTICIPATOR
Can I address a future challenge?

STEP 4

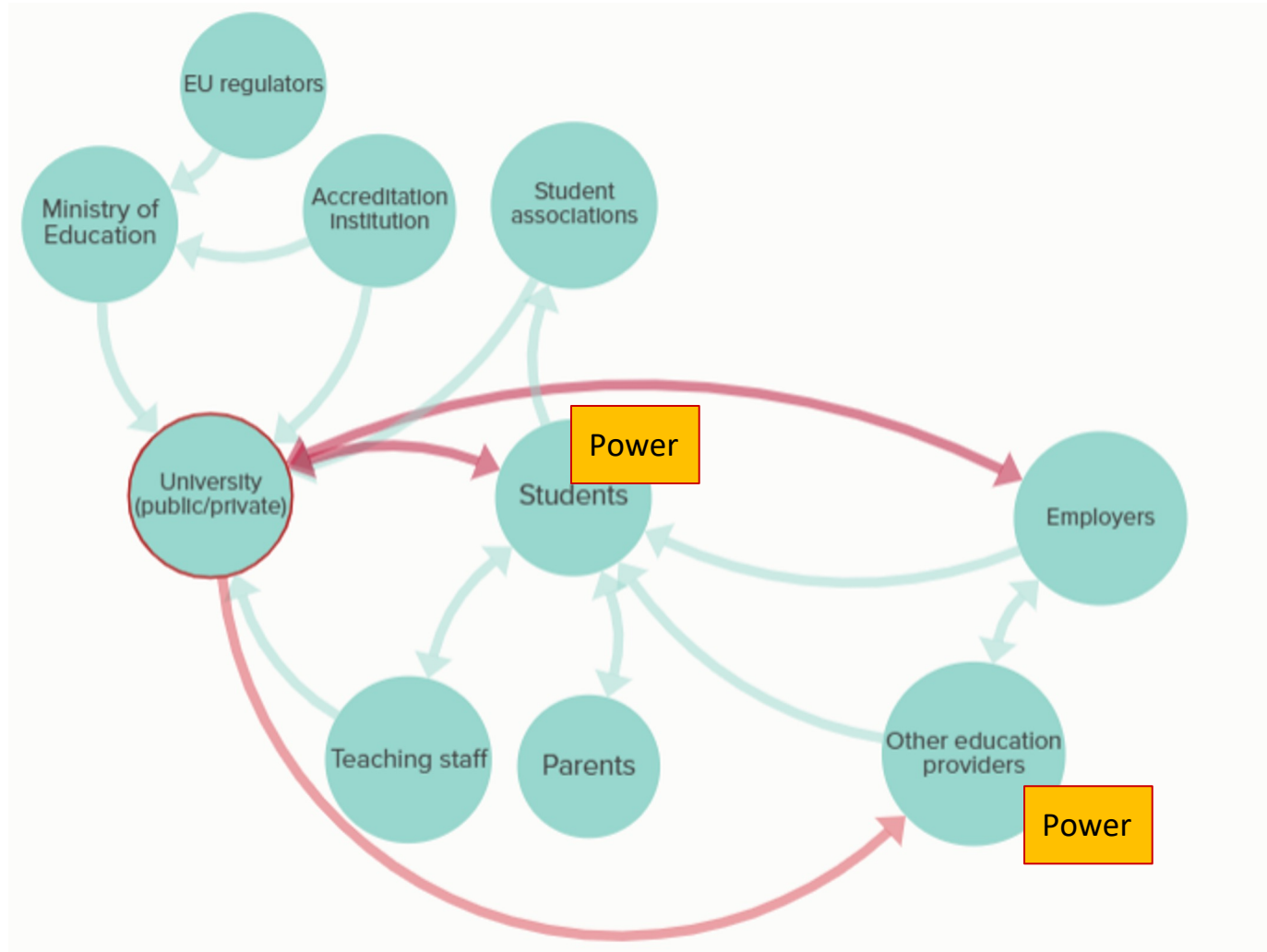
LEADER
Can I actually change the system?

Future system (impact scenario)

- The impact scenario describes the system under the influence of the most important drivers of change
- **Redraw the system as in 2030**
 - New actors? Fading actors?
 - New relations?
 - Changes in power concentration?
 - New tensions?



Example: Tertiary education - Updated System mapping



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Idea generation based on the future scenario

Example: New education provider

WHO DO WE WANT TO BE IN THE FUTURE SYSTEM?

The new cool & dynamic content provider

WHAT WILL WE PROVIDE

- Online platform (Netflix style)
- Visual /high quality short movies
- Navigation through diverse content

HOW WILL WE PROVIDE

- Combining AI & experts for
 - *Mapping relevant knowledge* - AI & Experts for curation
 - *Short movie production* - Generative AI & Visual artists & Domain experts.

Let's give it a **name**: *University studios*

Consolidation of ideas

Present Key features - *how do these features translate in usability?*

Expected impacts - *focus on the beneficiary/ies ('imaginary hero')*

Challenges & solutions - *what challenges will you need to overcome and how?*

Responsibility/ ethical issues - *are there sensitive aspects you need to address?*



Understanding the system

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Drivers of change

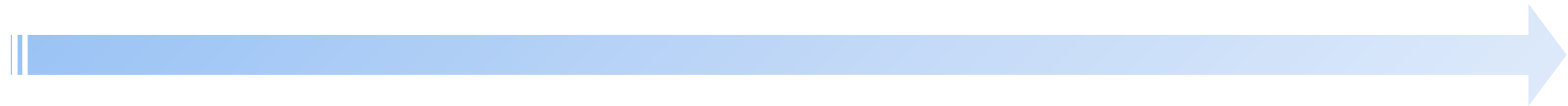
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Visioning – Radically transforming the system

Building on your business idea,
that already ‘shakes’ the new system,
envision something

- of importance, truly transforming the system,
a desirable ‘paradigm shift’;
- broader than you or your organisation/business;
- that could mobilise others actors towards action.



Visioning – Radically transforming the system

Focus

- higher values

Steps:

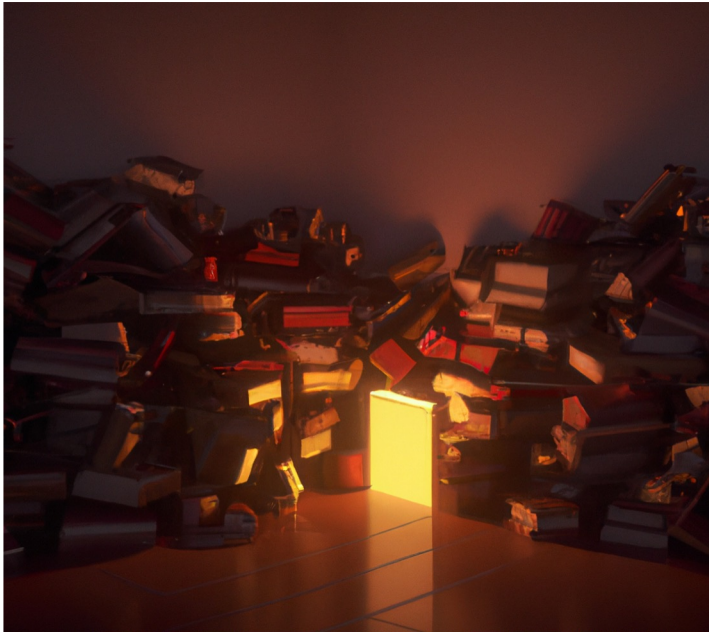
- individual reflection
- pitch ideas inside the group
- select one idea to develop further
- imagine a short story from the future



Visioning – Radically transforming the system

Example: “higher values” in education

*Accessing the “key”
knowledge of each domain*



*Learning as a gamified
conquering of territories*





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