



Sustainable and Responsible Management:
A decade of Integrating Knowledge and Creating Societal Impact through Innovation and Entrepreneurship

TRACK 05:
Futures Thinking & Entrepreneurial Education – Supercharging Education for Sustainable Development

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KEYWORDS

Education for sustainable development (ESD), futures thinking, futures literacy, entrepreneurship

TRACK HIGHLIGHT

This track aims to push the entrepreneurship curriculum's barriers and advance the entrepreneurial education field by embracing and fostering futures skills and literacy. Additionally, this track will provide attendees with state-of-the-art insights into best practice examples on how to rethink current curricula and pedagogical methods.

TRACK DESCRIPTION

In today's time and especially in a world characterized by "polycrisis" (e.g., global pandemic, environmental disasters, social inequalities), entrepreneurs need to navigate VUCA (volatile, uncertain, complex, ambiguous) and BANI (brittle, anxious, nonlinear, and incomprehensible) environments as the new normal. Thus, it is ever more vital for them to develop anticipatory and futures skills to be able to deal with the rapidly changing environments they are facing. However, entrepreneurship education seems ill-equipped to incorporate and foster skills and competencies that teach future entrepreneurs how to build a world that embraces (sustainable) futures by tackling the global challenges we face (Leicht et al., 2018).

Social entrepreneurship exists as a separate movement seemingly to serve the sole purpose of avoiding rethinking and unlearning conventional entrepreneurship education, which is commonly catering to



the goal of developing the next unicorn startup. On the other side, there are many “sustainable business models” to be found within the domain of entrepreneurial business models (Anand et al., 2021; Godelnik & van der Meer, 2019; Lüdeke-Freund, 2020), and many entrepreneurs aim to tackle the wicked problems of our time by e.g., catering to the sustainable development goals (Esteves et al., 2021; Johnson & Schaltegger, 2019). However, keeping the “zebras” (i.e. social entrepreneurs) separate from the unicorns should not be the way forward, aiming for a non-dichotomous understanding of the “sustainable” and conventional domain of entrepreneurship (Klapper et al., 2021).

Thus, we claim that one potential pathway forward would be introducing the theoretical and conceptual frameworks popularized within the field of futures studies and merging them with concepts from entrepreneurship education, to foster “future-oriented entrepreneurship competencies” (Kononiuk et al., 2021). Insights from anticipation to strategic foresight can enhance futures thinking capabilities and increase resilience by relying on tools such as trend analyses, scenario methods, etc. We rely on business schools to rethink pedagogical approaches fostering the development of holistic mindsets (Brundiars et al., 2021; Rieckmann, 2018).

Therefore, this track invites contributions that aim to push the entrepreneurship curriculum's barriers and advance the entrepreneurial education field by embracing and fostering futures skills and literacy. We are especially looking for examples that provide hands-on practical guidance on how to rethink current curricula and pedagogical methods and tools to equip entrepreneurship students with the adequate skills to be able to “use-the-future”.

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