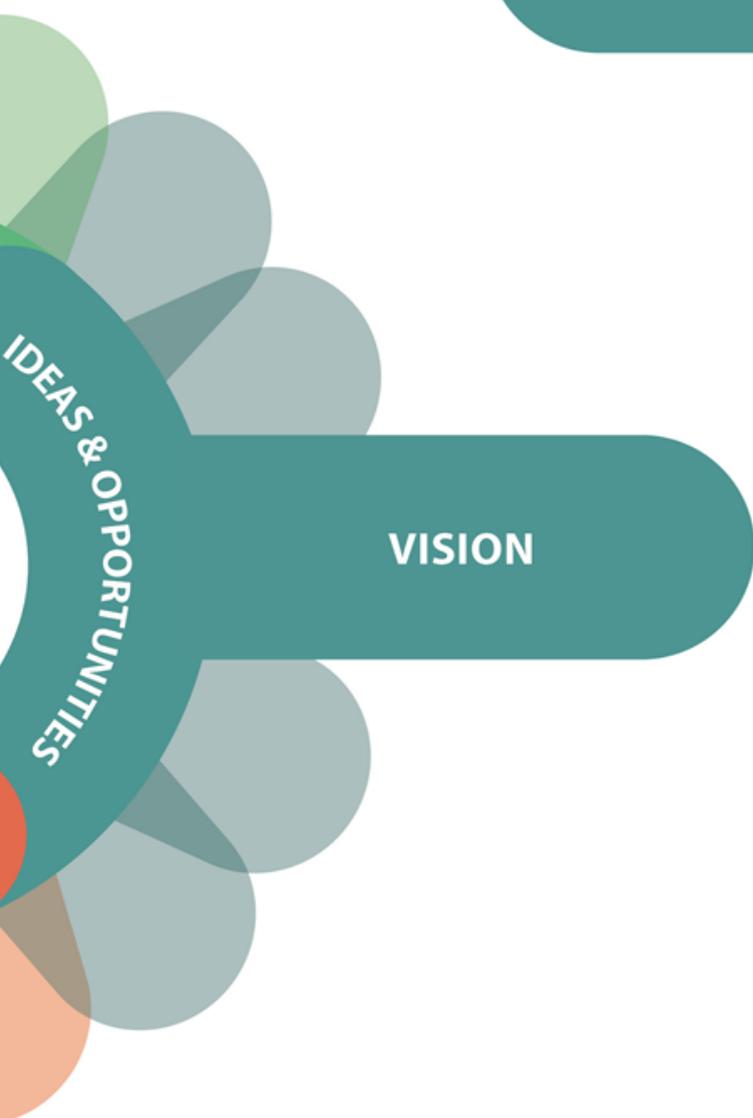


THE VISIONARIES



LEARNING GOALS

IMAGINE

THINKING STRATEGICALLY

GUIDE ACTION

OTHER RELEVANT COMPETENCES

TAKING THE INITIATIVE

CREATIVITY

ETHICAL & SUSTAINABLE THINKING

MOBILIZING RESOURCES

1. The Visionaries

1.1. Overview

This module helps students to discover, articulate and develop their own visions for themselves, and the society they would like to live in the future. Visions express hopes and wishes and give direction to realize goals. A vision can be seen as a kind of roadmap, which helps with decision-making and is aligned to a certain philosophy in order to reach the set goals. The life vision of an individual defines who he/she wants to be, what she/he wants to be known for and the set of experiences and accomplishments she/he aims for. The same applies for the collective visions. But talking about the vision will not be enough, in the end, it is all about taking the chance to put it into practice too. Thus, setting goals does not only include where you plan to end up, but the steps that will get you there.

1.2. EntreComp Competence - Vision

According to EntreComp the competence **'Vision'** is closely aligned to the future and implies working towards your vision of the future. Given this, the overall learning goal is defined as follows: *Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.* Other competences touched include **'Ethical and sustainable thinking'**, **'Mobilising resources'**, **'Taking the initiative'**, and **'Creativity'**.

1.3. Learning Goals

1. **Imagine:** Students should be able to imagine a desirable future for themselves or/and for the society. They should be able to develop a value creating vision, comparing different future scenarios.
2. **Thinking strategically:** Students should be able to explain what a vision is and what purpose it serves. They should encourage enthusiasm and a sense of belonging around a convincing vision.
3. **Guide action:** Students should be able to turn their ideas into action by creating a roadmap based on their vision for creating value. They can identify the changes needed to achieve a respective vision, respecting the given system (policy, stakeholders etc.).

1.4. Teaching / Learning Methods

The heart of this module is a **'Future Workshop'** where different methods can be used by students to create a vision of the future, including:

- **Prototyping** with LEGO® SERIOUS PLAY®, dough, things from nature, digital tools etc.

- **Gamification** with augmented reality, video games (The Sims [real-life simulation]), robots, escape rooms etc.
- **Movement & Visualization** with external learning places and innovative concepts as Walk the Talk

A further option is the elaboration in a **Bachelor/Master Thesis**. Students should work in their Bachelor/Master/PhD Thesis on a project that relates to *'vision/ impacting the future / sustainability etc.'* for at least one semester. This project should put a focus on immediate practical implications (e.g. implementation of solutions for climate protection etc. and scientific evaluation of efforts, processed in a scholarly review).

Moreover, there should be room for creative methods and out-of-the-box approaches to foster the competence 'vision', in the day-to-day lectures. One idea here might be to letting students, instead of the educators, prepare and give the next lecture/class. A subsequent reflection on what their vision was and if it has been reached, is recommended (see section 'Content').

Educators should choose those learning and teaching methods, which best suit, their given learning and teaching settings, the terms in place and the available resources. Methods can also be combined with each other.

1.5. Activity

For this module, the following main topics/tasks for students to work on their visions are proposed:

- Meaningful future and challenges of the 21st century
- Creating value in the future for the self and for the society
- Change and Transformation (in personal life or society)
- Me and myself in Future (prospects after graduation)

This list of topics is not complete and can be extended by other topics at any time. The involvement of pressing issues, or local challenges is recommended, as it might increase the motivation of participation. Educators could either specify on a topic upfront or give students the chance to select their preferred topics.

For this module, working in groups is seen as efficient as working alone (e.g. Bachelor/Master Thesis). In either case, students should be able to present their results in front of a wider audience e.g. peers, educators, mentors, external experts etc. (also repeatedly) to get feedback and to elaborate on their ideas/projects.

The module suggests a kick-off event at the beginning, where aims, task and learning objectives are drawn out clearly. Furthermore, information regarding the final evaluation should be shared. During this kick-off event the different methods to visualise and implement the vision (prototyping, gamification, etc.) should be introduced and students should be informed

how and when they can access premises and tools. Finally, a short introduction about what vision means should be given. Afterwards, students themselves, independently, along or in groups work on the respective tasks. On a regular basis, meetings are scheduled with peers and educators, if possible, also with external experts to gather feedback. The outcome is an oral presentation in front of an audience with a subsequent discussion where the vision is challenged by peers, educators and experts. The presentation should be structured, laying a focus on visualization and realization.

1.6. Role of the Educator

The role of the educator in this module will be the role of a mentor or facilitator. Thus, whether the educators' role at the beginning of the process will be central, it will also decrease in the course of the process to create space for the learner's involvement. At the beginning, the educator is responsible for triggering the initiation of a project, of a 'Future Workshop', organisation of a kick-off event, proposing topics etc. Over time, the educator will move back, functioning as a guide throughout the process, remaining available for questions and check backs with students. Furthermore, educators bring together students with experts, fostering exchange and networking.

Educators are challenged to choose the most suitable learning/teaching method which best suits their given learning and teaching settings, the terms in place and the available resources. Methods can also be combined with each other.

Finally, the educator is responsible for the organization of the final presentation (premises, audience etc.). Rules, requirements and examination modalities have to be communicated to students at the beginning, together with the learning goals.

Educators, who facilitate this module, should have made experiences with similar teaching and learning methods before (gamification, bachelor thesis etc.). For junior educators it is recommended to work in tandems with more experienced (senior) educators when the course/workshop etc. is organized and held for the first time.

1.7. Contents

Definition Vision

Vision in one sentence describes a valuable and desirable picture of the future. A vision draws a picture of the future and conveys explicitly or implicitly why it is worthwhile for people to create this future. A vision is part of a greater system of successful transformation, which also includes strategies, plans and budgets. The vision has the role to define a clear direction (facilitation of decision-making, gaining time, reducing costs), to create motivation (value & satisfaction, overcoming selfishness) and facilitate coordination (efficient and fast coordination of many and different actions). A vision should be conceivable, desirable, feasible, focused, flexible, communicable, limited in time, and it enables an emotional identification.

Kotter (2012) describes the creation of a vision as a messy, difficult and emotional challenge and proposes 7 steps for creating an effective vision: starting with a first draft reflecting dreams and needs, with the help of other people the draft is modelled over time, effective teamwork is the key, analytical thinking as well as dreaming are needed, not being afraid of taking a step maybe also two back, it takes months or even years, it can be explained in less than 5 minutes (Kotter, 2012).

As a guidance some support material for students to elaborate on their vision is present below.

1. Clear Goals

- Write your goal down (use as many details as possible)
- Use the SMART method (specific, measurable, attainable, relevant, time-related)
- Put your goal in the format of a clear personal mission statement
- Measuring success – what metrics will be needed?
- Examine how the set goal makes you feel – are you excited, motivated, challenged?
If not you should clarify it or change the goal

2. Values

Everyone has values, whether implicit or explicit. Before creating a vision, values have to be defined. You may discover that what you want your values to be are not what they are in the current moment. This type of self discovery is important when creating your vision. When you have defined the values by which you would like to act, lay them out side by side with your goals. Understand how these categories interact and what you can create from the sum of their parts.

3. Mission Statement

Before moving on to your vision, you should first carefully consider your mission, meaning where you are in this point in time. Write out your mission if a mission statement doesn't already exist, and again lie this side by side with the goals and values you have already established. These three ingredients together are what you will consider in building your vision.

4. Simplicity

Keeping your vision simple serves a twofold purpose. On the one hand, you need others and the environment to understand and support the vision, if it is overly complicated this will be hard for the outside world. Additionally, keeping your vision simple, makes it more likely that you will meet your goals and turn your vision into reality. A complicated vision is a sign that it is reaching in too many directions, which will limit the quality of each in the end, or that you have added steps you will later discover to be unnecessary. All of this will keep you from concentrating your energy in the direction where it will go furthest.

5. Ambiguity Test

To put your vision on the ambiguity test, you can show it to 5 independent people. If all five people come up with the same interpretation your vision passed the test. To exclude ambiguity, start with writing down your vision and speaking it out loud. This forces you to put it into concrete terms and thus becomes clearer. Allow a little time to pass (a week or even a month) before you move on with editing the vision. Perspective and distance will help you to refocus your vision.

6. Forward Thinking

This means thinking of what the environment will look like in the future. It also means considering how to keep your vision sustainable and scalable. Consider how to carry on your plans, activities etc. for years to come.

7. Timeframes

A vision always has to consider the future. The development of a specific timeline for meeting milestones is key here. Goals are made up of smaller goals and milestones. Along the journey several small goals and bigger milestones will be accomplished and reached and eventually those take you to the overall goal. A number of goals come together, forming the basis for your vision (Hall, 2016).

If students chose to develop a **personal vision** e.g. for their future careers, they can also follow the steps mentioned above, focusing on the following steps:

1. Identification of strengths
2. Reflection of values
3. Evaluation on skills and how they can create real value / solve real world problems
4. Selecting your desired position
5. Writing down the mission statement

Please find more and detailed information about these steps [here](#).

Independent of the topic, students/educators chose, the ultimate goal should be the implementation of the vision, at least however, the mapping of the steps toward the realization of the vision.

Further links:

- [Was ist eine Vision?](#)
- [Create Your Vision](#)
- [A Step-By-Step Guide to Creating a Personal Vision Statement](#)

1.8. Implementation/Integration, Extent, ECTS

The format of this course should be held flexible and may vary from a single one or two-day workshop to an extra or over-curricular course format, which may stretch along the whole study program. Accordingly, ECTS recommendations may vary from 2-8 credit points, depending on the chosen format. A workshop of one or two days can be granted with 2 ECTS for example, while a stretched format along the study may also be granted with up to 8 ECTS. Furthermore, it is recommended to foster the implementation of this module across institutions and established standard where possible.

The following formats of integration are recommended to reach the stated learning objectives are:

- starts at the beginning of a study and ends with graduation (e.g. Bachelor/Master Thesis, other long-term university or community-related projects) (up to 8 ECTS)
- extra-curricular and over-curricular course (up to 5 ECTS)
- at specific local/regional events e.g. Long Night of Research (one/two-day workshop format) (up to 2 ECTS)

1.9. Evaluation

The output of this module is a presentation which includes elements of visualization (Prototyping, Gamification, etc.), and a roadmap with concrete steps towards the implementation of the vision. The presentation should have a duration of 15-20 minutes, followed by a discussion of 30 minutes. A jury of educators, students, at least an external expert evaluates the vision according to the principles drawn out in the table below.

Evaluation Criteria	Weight in %
Format & Style Presentation	20
Innovativeness	20
Potential & Feasibility	20
Maturity	20
Value Creation & Relevance	20

Figure 1: Criteria for the evaluation of students completing "The Visionaries" module.

1.10. References

Hall, B. (2016). 7 simple steps for creating your company vision statement. Retrieved from <https://www.interact-intranet.com/blog/7-simple-steps-defining/> (Accessed 25 March 2020).

A step-by-step guide to creating a personal vision statement (7 October 2019). Indeed Career Guide. Retrieved from <https://www.indeed.com/career-advice/career-development/personal-vision-statement> (Accessed 25 March 2020)

Kotter, J. P. (2012). Leading change. Boston: Harvard Business Review Press.