



MANAGEMENT AND ORGANIZATIONAL STUDIES

STRATEGIC FORESIGHT AND FUTURING

MOS 4489F [550]

1. Course Information

HURON – MOS 4489F 550 Strategic Foresight and Futuring
Fall 2021
9/8/2021-12/8/2021

Course Meets: Tuesdays 2:30 p.m. to 5:30 p.m.

Instructor: Amy (Maggie) Greyson
Contact Information: agreyson@uwo.ca

Office Hours: online via Zoom or by appointment before class 1:00 p.m. - 2:15 p.m.

Class Location: HURON-HC-W103

Course Prerequisites

1) Business 2257; and; 2) Enrolment in 3rd or 4th Year of BMOS degree program, or permission of the Chair of MOS.

(Please Note: Unless you have the prerequisites for this course, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites).

2. Course Description

This course examines the future and how organizations, institutions, society and individuals can prepare for it. This will include recent studies on decolonizing the future, personal futures, and ethnographic experiential futures in this course, students will explore the discipline of strategic foresight, being introduced to the tools and techniques of understanding, conceptualizing, and communicating alternative viewpoints of the future. Acting as “student-futurists”, students will undertake scanning activities to accumulate cross-disciplinary data and assess trends. They will learn about scenario planning and ways to articulate various alternative views of the future. Students will take a systems-wide approach, applying critical thinking, to help them better understand the points of integration across their future organizations and broader parts of society. Finally, students will integrate their evolving understanding of the future to holistically

plan how organizations – and their employees, stakeholders, and the societies in which they operate succeed in reaching their goals through anticipation, design, and implementation of novel approaches and techniques that generate sustainable advantages. Students will apply an ambidextrous mindset that can be later taken to their organizations and personal lives to understand the context of emerging trends, their effect on personal and corporate aspirations, and their impact on societal norms.

3. Course Learning Outcomes

This cross-functional management course conceptualizes and introduces approaches used to assess very long-term organizational futures by exploring and developing perspectives using alternative foresight techniques. By looking at innovation, change, and holistic contexts critically, students will learn to hone an anticipatory mindset and assess possible futures.

4. Textbooks and Course Materials

The Future: A Very Short Introduction, Gidley, J. Oxford University Press, 2017, 978-0198735281

Each week, a PowerPoint presentation will be delivered to students covering the material required and testable on the assignments. Strategic models will be discussed as part of these materials. Case learning points will be summarized weekly, as key “take-aways” from the class discussion. Various foresight games and design fiction experiences will be played over the course of term, including *The Thing from the Future*. Other materials the instructor wishes to hand-out will be distributed on an as-needed basis.

5. Methods of Evaluation

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

	<u>Amount</u>	<u>Date</u>
Class Participation	20%	Daily
Futures Studies Literature Review	10%	October 5th, 2021
Trend-spotting Assignment	20%	October 19th, 2021
Horizon Scanning Log	5%	December 7th, 2021
Scenario Planning Project	25%	November 16th, 2021
Group Aspirational Foresight Report and Presentation	20%	December 7th, 2021

All assignments must be submitted within the Assignment section of OWL and receive a grade in order for students to pass this course.

Please submit all work in .pdf, as the case may be, to save trees and facilitate the use of TTS (text-to-speech) by the professor.

Summary of Important Dates (Other than project deadlines)

September 14, 2021
November 11, 2021

First Day of Classes for MOS 4489F
Last day to DROP MOS 4489F without academic penalty

December 7, 2021

Last Day of Classes for MOS 4489F

Participation: To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:

- Move the analysis along and/or take it to a “higher” level
- Provide insight that others may not have seen
- Are relevant to the class discussion
- Leverage prior learnings and other references, of your choice, in the context of the case discussion
- Add clarity to course PowerPoint slides (required reading) in the context of the case
- Challenge colleagues in a professional and logical manner
- Draw similarities to previous learnings and demonstrates their relation to the current case scenario being discussed

Not coming to class equates to a zero for that class. Only coming to class and not speaking is considered very weak participation. Best practice participation includes reading materials in advance, making insightful contributions, and completing any required analysis and/or homework, among other aspects.

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like a re-evaluation of your grade in any component of the course, you should follow the proscribed procedures as set out in the document available through your Academic Counselor. The suggested procedure is as follows:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., “I *really* need an A,” “I worked so hard”), or social justice (e.g. “he got an A for saying the same thing”) appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of the person with who you are comparing, and have them also submit their paper. You may submit this memo to the commerce office.
- (b) You will normally get a response within a week.
- (c) The entire exam or paper will be re-evaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase, or none). The only exception to the “entire paper gets re-evaluated” policy is a case where there is a mathematical error in determining a grade.
- (d) Individuals cannot request a re-evaluation of group work. Such a request should come in writing from the group jointly.

The instructor is responsible for your grade in MOS 4489F but not responsible for any administrative decisions that may make use of your grade in MOS 4489F. If you believe that your grade requires review, please follow the procedure above.

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of assignments, individual participation, group presentation, **active** critical dialogue, involvement and decision-making within seminar-style discussions, and in-class assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below with due dates shown above:

<i>Activity</i>	<i>Percentage of Grade</i>	<i>Description</i>
Futures Studies Literature Review	10%	<p>Students should conduct a review of a futures-studies or strategic foresight-focused academic paper published in the past three years. Students should conduct a search for academic papers that resonate with their particular interest areas. A full review of the paper should be conducted and an assessment prepared of 3-5 pages in length*. An accompanying summary of the paper attributes (e.g. abstract, keywords, themes, etc.) should be prepared in the prescribed format (.xls template to be provided by Prof. Greyson). Each student should select a unique paper. The paper selection will be done on a first-come, first-served basis. To avoid duplication, as soon as students have chosen a paper to review, they should notify Prof. Greyson by e-mail and their fellow classmates via OWL.</p> <p>*3-5 pages, spacing is up to the story you wish to tell me (generally, double-spaced, but if you need more room, I accept single spacing); exhibits/appendices can be extra</p>
Participation	20%	<p>Preparation for class case discussion, as demonstrated by;</p> <ul style="list-style-type: none"> • willingness to lead and actively participate in class discussions in a professional manner verbally and within Zoom chat room • providing valuable insights and analysis • responding to “cold-calls” • Using Zoom to share personal PowerPoint / Excel spreadsheets to present analyses and findings • Verbal participation is worth more than chat participation, while chat is worth more than simply giving “thumbs up” emoji’s / participation in online polls • Attending synchronous sessions is very important for participation; only when substantial hurdles exist (such as very unreliable bandwidth in a remote location) should students not attend; students must let the professor know if they will not be attending <p>In addition, each week 1-2 students will be asked to give an impromptu 1-2 minute presentation on a random topic provided by the Professor. Students will have 5 minutes to prepare their speeches. Each student will be called upon once during the term. Occasionally, students will be given exercises to prepare in advance of the class. A random number of students may be called upon to present such analyses.</p>

Trend Spotting Assignment	20%	Students should use the tools discussed in class, augmented with their own research skills and personal interest areas, to conduct a comprehensive trend-spotting exercise culminating in an approximately 8-10 page report highlighting an emerging trend. In conducting this research paper, students will attempt to make sense of the future direction of events and circumstances, including defining unknowns and “Black Swans”. Students must go beyond the definition of the trend to effectively articulate its potential impacts of this trend across various stakeholders.
Horizon Scanning Log	5%	During the term, students are expected to be actively scanning the environment. Students should keep a log, of their own design and structure, to catalog a minimum of 10 trends they have identified during the term. The trends will be classified against each other as fads, microtrends, macrotrends, or drivers of change.
Scenario Planning Project	25%	Students should select an organizational unit (e.g. company, non-profit, institution, society-at-large, etc.) on which to develop four (4) scenarios for 2050. Students will be expected to develop unique alternative possible states of the future based on trends and scanning activities, research, assumptions, wild cards, etc. Each scenario must be articulated in a robust narrative scenario designed to inform/communicate to stakeholders the characteristics of each scenario. For each scenario, students should highlight how stakeholders would measure in the future to understand whether any of these four, or other, scenarios are in fact evolving into existence.
Group Aspirational Foresight Project	20%	Working in small groups of 2-3 individuals, students will conduct a strategic foresight analysis of an existing company (or other organization) within a broader industry. Imagining they are employees of this real organization, students will select the company on their own and utilize a variety of foresight and futuring techniques of their choice to outline a plan for the organization’s and their personal aspirational futures. Students should design their aspirational future based on anticipated information, but with a normative lens to creating an organizational-employee-society state of “win-win-win”. While students may decide to utilize a utopian lens, a more realistic lens that balances various constituencies is encouraged. Students will write a report of approximately 15-20 pages and make a presentation in class of 10-15 minutes in length.
Total	100%	

POLICY AND PROCEDURE

Missed Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify their Academic Counsellor on the date of the missed test (or due date in the case of course work) and submit support within one week of the originally scheduled test or due date. Students who do not provide their Academic Counsellor or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero).

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Academic Counsellors will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

COURSE WORK AND ACADEMIC HONESTY

Attendance in Person Class

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion on the PowerPoint slides (required readings), led by Professor with class participation
- Sharing of scanning "hits" and new information discussion
- Summary of learnings generated
- Class Ends

A variety of techniques will be used to encourage participation, including "cold-calls", assigning specific sections of the case analyses at the start of class, and "numbering-off" of all participants to request answers.

NOTE: The consistency of your participation comments, knowledge of the previously delivered material, and assignment results will be addressed holistically. Students should prepare all weekly readings and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and the professor at the end of the class will list summary learning points. These points will be important study notes for future

Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive on time
- Allow and encourage others to participate
- Refrain from "cat-calls" or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counterarguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Citations: Please use APA-style citations. You can find out more about this format here for all types of content:

<https://huronuc.libguides.com/c.php?g=719553&p=5141463>

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof. Fifteen percent (15%) of your group project mark (equivalent to 3% of the overall mark) will be based on results of a peer-review survey developed, delivered, and interpreted by the Instructor. So, work well together and actively contribute.

A new Group Work contract has been developed for MOS courses and will be utilized by groups to ensure consistent and fairly distributed work effort planning and execution throughout the term.

The Group Foresight Project requires students to work in teams of 2-3.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. When working in a team, students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving differences:

Conflicts can – and do – occur. Conflicts are part of the team's process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

Student teams are collectively expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to reach a mutually agreeable solution, the entire team must meet with the professor as soon as possible – NOT IN THE LAST WEEK AFTER IT'S TOO LATE. The Professor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

Feedback to Instructor

Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. If

we are online, we will discuss using an anonymous form. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted using the Western Student Opinion Survey seeking your feedback on the course to date with a view to implementing suggestions for improvement for the second part of the term.

During the final weeks of term, you are requested to complete the Student Opinion survey when made available by the Faculty of Arts & Social Sciences.

Submission of Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor's discretion and will include an academic penalty of 2%/day off the grade otherwise obtained. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Standard of Conduct in this Course

Since this course is part of a degree designed to give you a broad understanding of the world of foresight, we aim to run the course in a way that will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information, quality materials, and good service, consistent with our obligations to maintain the high academic standards of Huron University College and Western University.

In return, we expect that you will conduct yourself in a way that prepares you for the world of work.

- 1 We start on time, so please do not arrive late and disrupt others.
- 2 Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
- 3 Turn off your cell phone, beeping devices, and watch alarm.
- 4 Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
- 5 During the class, respect the learning opportunities of others. Don't distract others by chatting with your neighbour. Our expectation is that you will not only contribute in class to your own learning but also to that of others.

Accessibility Needs

Huron University College is committed to accessibility. If you require accommodations for a disability or have any accessibility concerns about the course, the classroom, or course materials, please contact Accessibility Services as soon as possible.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the Huron University College. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the Western degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University's Code of Behaviour on Academic Matters

You are expected to be familiar with the contents of the Code. Potential offenses include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgment.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

If you have any questions about what is or not is permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the professor or other Huron/Western resources.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all Huron University College students are required to have a valid huron.uwo.ca or UWO email address. You are responsible for ensuring that your university email address is set up. Forwarding your huron.uwo.ca email to a Hotmail, Gmail, Yahoo, or another type of email account is not advisable. In some cases, messages from huron.uwo.ca addresses sent to Hotmail, Gmail or Yahoo, etc. accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

OWL and the Course Page

The online course page for this course is accessed through OWL. To access the course page, go to the OWL login at <https://owl.uwo.ca/portal> and log in using your UWO login name and password. Once you have logged in, look for the MOS 4489F - 2021 module where you'll find the link to all course materials.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Zoom audio files will be made available on Zoom for two weeks following the synchronous class session. No student or other party has the right to post the audio or any class video files on social media, internet sites, cloud services (other than personal OWL account for their solitary use), peer-to-peer file-sharing services, or other such sites. Audio files are not to be copied. Students wishing to

record a lecture or other course material in any way other than the Zoom provided are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, OWL materials, etc.

If permission is granted by the professor, it is intended for the individual student's own study purposes and does not include permission to "publish" them in any manner. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal written permission.

MOS 4489F Tentative Course Schedule (Note: Additional required and/or supplementary readings may be assigned weekly on OWL to be prepared before class for in-class discussion)

NB: All readings are available online or in the UWO library. They will be available on the OWL course site under fair use provisions for universities, but cannot be reproduced. Any cases will be provided by the instructor, as required.

6. Tentative Class Schedule/ Syllabus

Any cases will be provided by the instructor, as required.

Session	Date	Topic	Chapter
1	Sept 14	Course Overview and Introductions Introduction to Foresight & Futuring Making Futures Present	<ul style="list-style-type: none"> ● Text: Introduction ● Reading: Greyson, M. (2020) "Greyson, M. (2020). Design for the Abstract Qualities of Futures Studies. In <i>The Knowledge Base of Futures Studies</i> (pp. 86–97). essay.
2	Sept 21	Mega and MicroTrends Drivers of the Future United Nation Sustainable Development Goals	<ul style="list-style-type: none"> ● Text: Ch. 1 ● Reading: Globally Scanning for "Megatrends of the Mind": Potential Futures of Futures Thinking, Jennifer M. Gidley, <i>Futures</i>, 2010
3	Sept 28	<ul style="list-style-type: none"> ● Scanning ● Weak Signals 	<ul style="list-style-type: none"> ● Reading: Web-based horizon scanning: concepts and practice, Palomino et al, <i>Foresight</i>, VOL. 14 NO. 5 2012, pp. 355-373
4	Oct 5	<ul style="list-style-type: none"> ● Three Horizons Model and Simulation ● Sensemaking ● <i>Futures Studies Literature Review Due</i> 	<ul style="list-style-type: none"> ● Reading: An Overview of the Horizons Foresight Method, Peter Padbury, Policy Horizons Canada, March 2018
5	Oct 12	<ul style="list-style-type: none"> ● Tools of Foresight ● Delphi 	<ul style="list-style-type: none"> ● Text: Ch. 2 ● Reading: An Overview of Four Futures Methodologies, Lang, <i>Hawaii Futures</i> ●
6	Oct 19	<ul style="list-style-type: none"> ● Scenario Planning ● Narrative Storytelling ● <i>Trend-spotting Assignment Due</i> 	<ul style="list-style-type: none"> ● Text: Ch. 3 ● Reading: Living in the Futures (Angela Wilkinson & Roland Kupers, 2013), <i>HBR</i>

		<ul style="list-style-type: none"> Decolonizing the Future 	<ul style="list-style-type: none"> Bisht, Pupul (2017) <i>Decolonizing Futures: Exploring Storytelling as a Tool for Inclusion in Foresight</i>. [MRP]
7	Oct 26	<ul style="list-style-type: none"> Alternative Futures Creativity Implications Across Society 	<ul style="list-style-type: none"> Text: Ch. 4 Reading: Creativity and dysfunction in strategic processes: The case of scenario planning, MacKay & McKiernan, <i>Futures</i>, 2009
	November 01, 2021 to November 07, 2021	<ul style="list-style-type: none"> Fall Reading Week 	<ul style="list-style-type: none"> NO CLASSES HELD
8	Nov 9	<ul style="list-style-type: none"> Systems Thinking Design Thinking Governance 	<ul style="list-style-type: none"> Reading: Applying Design Thinking to Your Business, Roger Martin, HBR, Nov. 2009 Reading: Meadows, D
9	Nov 16	<ul style="list-style-type: none"> Participatory futures Scenario Planning Assignment Due 	<ul style="list-style-type: none"> Text: Ch. 5 Reading: Gertler M. and Wolfe, D.A. 2004. "Local social knowledge management: community actors, institutions and multilevel governance in regional foresight exercises", <i>Futures</i>, 36:1, 45-65
10	Nov 23	<ul style="list-style-type: none"> Strategic Foresight in Organizations Future Skills Visioning 	<ul style="list-style-type: none"> Reading: Corporate foresight and its impact on firm performance: A longitudinal analysis, René Rohrbeck & Menes Etingue Kumd, <i>Technological Forecasting and Social Change</i>, Available online 2 January 2018
11	Nov 30	<ul style="list-style-type: none"> People Side of Foresight Values in Management The Future of the Academy 	<ul style="list-style-type: none"> Text: Ch. 6 Reading: Being without Existing, Riel Miller, <i>Foresight</i>, VOL. 13 NO. 4 2011, pp. 24-34
12	Dec 7	<ul style="list-style-type: none"> Envisioning a Normative Future Aspirational Futures Group Foresight Report Due Group Presentations 	<ul style="list-style-type: none"> Reading: Aspirational Futures, Clem Bezold, Institute for Alternative Futures USA, <i>Journal of Futures Studies</i>, May 2009, 13(4): 81 - 90 Text: Conclusion Group Presentations

Your Lecturer

Maggie Greyson MDes - Award-Winning Designer, Award-Winning Futurist, Innovation Strategy, Speaker, and Writer

Maggie Greyson is a global award-winning Futurist for mastery in futures thinking and design. She co-founded Futures Present to help people discover surprising opportunities and unintended consequences. Now is a unique time for us to ask tough questions, "Is this what we want, or what we don't want?" She will teach you to use uncertainty to become more resilient and strategic. Let's try long-term thinking, together. Maggie is on the faculty at Centennial College Interactive Media Management program and the Program Academic Committee in the Journalism department.

Maggie Greyson gained her wisdom from a decade in the theatre as a designer in the US, UK, and Canada. She played with the past, present, and future at the International Shakespeare's Globe, and the Stratford Theatre Festival. It has made an indelible mark, indeed added patina, to how she interacts with the world. Transferring these skills to innovation in products, programs, and services came naturally. As a result, her work with Fortune 100 companies has set templates for innovation in digital media worldwide.

Scanning for disruption is the work while enabling bold leaders is the perk. As an experienced foresight practitioner, she does workshops to help you to uncover trends and drivers of the future. She writes reports and custom content pieces for clients and the media. Her clients include governments, universities, healthcare, tech, and non-profit organizations. Maggie Greyson also speaks on emerging technology, innovation, design, and foresight at conferences across Canada.

Maggie's most important work, Making Futures Present has won global awards for helping people of all ages to empower themselves in a complex world. "The future begins... with you." She will facilitate a fun hands-on virtual workshop for you. The outcome is a deep reflection of how you and your organization will achieve your meaningful goals.

Accreditations: Masters in Design, Strategic Foresight, and Innovation from Ontario College of Art and Design University. Bachelor in Fine Art, Design for the Theatre from Concordia University. She is a fellow at the School of International Futures. She is also a proud member of the Association of Professional Futurists.

Your Course Creator

Jan Klakurka is Chair of Management and Organizational Studies at Huron University College, Western University and long-standing Instructor within the strategy department at the Rotman School of Management, University of Toronto. Jan's professional designations include: C. Dir., CPA, CA, APF and CMC, the latter where Jan was past Canadian Association of Management Consultant's Gold Medalist for Canada. He is a graduate of University of Toronto (B.Comm), the Richard Ivey School of Business (MBA), and Director's College, McMaster University. Jan's professional background spans nineteen years in industry and professional services, and six more in academia. Prior to the Academy, Jan was Director, Corporate Planning & Business Development, leading and delivering strategy for a mid-tier firm. He has led finance as corporate controller and streamlined operations as Director, Process Improvement, advised C-suite leaders a senior strategy consulting manager, and worked in Canadian treasury operations. With experience across multiple industries, Jan has served organizations across private and public sectors and now teaches senior year courses in strategy, international business, advanced taxation, among others. Jan's research is directed toward the intersection of strategic planning, lucid foresight and governance, with recent keynotes covering consulting academics and conference presentations in global management. As such, Jan is a designated (APF) member of the Association of Professional Futurists.

Jan has taught *Strategic Management* at University of Toronto since 2005 (UTM: 2005-2009, Rotman: 2012-2020), Huron (2014-2021), and Laurier (2013-2015). Jan's other core teaching courses are *International Business* (2012-2020, including MBA in 2014) and *Management Consulting* at Rotman School of Management (2011-2021) which he brought to Huron (2016-

2017). He also regularly teaches *Introduction to Management* at Rotman Commerce (2011-2019). In 2014, he began teaching a Summer Abroad course for Rotman/UofT at Masaryk University In Brno, Czech Republic called *Strategy in the European Context* that is going into its seventh year. Jan was awarded the Excellence in Teaching Award at Rotman in 2017 and multiple past years. He has also taught the general management Ivey LEADER (Leading Education in Emerging Regions) program in Dnepropetrovsk, Ukraine and Minsk, Belarus, has spoken on strategic foresight at University of Toronto, leadership, consulting, and finance at Brock University and the Ivey Business School, taught on the topic of wines at the Independent Wine Education Guild, and has developed and delivered training programs to Deloitte Consulting staff on a range of topics.

A graduate of UTM's Commerce program, Jan went on to complete several designations – CPA, CA, C.Dir., APF and CMC, the latter where he was Gold Medalist for the Canadian Association of Management Consultants (2003). His favourite business book is still Competing for the Future, by Hamel and Prahalad, and he enjoys skiing, golf, scuba-diving, white-water kayaking, and strategic investments. His greatest project is having fun with his two daughters who are thirteen and eleven years-old. In 2006, he was awarded the AIWS designation, joining wine experts worldwide that have completed the Diploma in Wines & Spirits (Dipl.WSET) from the Wine & Spirit Education Trust based in London (U.K.) and is currently on the long road in pursuit of the Master of Wine designation. In 2014, Jan received his Chartered Director's designation offered by the Director's College, Degroote School of Business, McMaster University. Jan is founding partner at Elevae Strategic Advisory and serves as Board member and CFO of Corporations for Community Connections, Inc. a private foundation of Siemens, and on the finance committee of the Mansfield Ski Club.

7. FASS Appendix

- Prerequisite checking – the student's responsibility
- Statement on Use of Electronic Devices
- Statement on Use of Personal Response Systems (“Clickers”) •
- Statement on Academic Offences
- Support Services



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at:

<http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in

which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.