

GLOBAL CHALLENGES AND SUSTAINABLE DEVELOPMENT

Course code	<i>MNG248</i>
Compulsory in the programmes	<i>Compulsory</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i>
Course coordinator (title and name)	<i>Assoc. Prof. Dr. Jonathan Boyd</i>
Prerequisites	-
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

This is one of first courses in the undergraduate programme paving the foundation of the thinking around the modern world the students will have to develop their lives and work around. The key purpose of the course is not only to present the challenges of the global world and how these are undressed in the UN Sustainable Development Goals but also to discuss how these challenges can present various opportunities for future personal and professional development and innovation.

Futures Thinking is a multidisciplinary method for thinking constructively and creatively about the future, starting from the assumption that the future is not something that will happen to us tomorrow but is being created by us today. Students will be introduced to the major changes that will occur in the next 10, 20 or more years, including global warming, inequality, global health, and the future of work, among others. In each area, students will understand how experts have created scenarios to cope with uncertainty, identify dynamics, develop policy choices, assess alternatives, and ultimately, make decisions. Students will be immersed in Futures Thinking through discussing and debating influential reports – for example, by the Intergovernmental Panel on Climate Change, the OECD, the United Nations, and McKinsey Global Institute. Students will then work collaboratively to assess the potential local impact of these global trends and evaluate local examples of Futures Thinking.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. Students will be familiar with the methods of 'futures thinking' and scenario approaches to problem solving	BLO 1.1.	Presentations	Lecture
CLO2. Students will understand the basics of key global issues facing governments, businesses, and individuals	BLO1.1. BLO1.2	Exam Presentations	Lecture
CLO3. Students will interpret and critically assess key influential reports about future scenarios from international organisations and research institutions	BLO1.2 BLO4.1	Presentations	Seminar
CLO4. Students will place global issues in a local context and evaluate local responses and decisions on these issues	BLO4.3 BLO2.1	Presentations	Seminar

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

This course is concerned with how we come to know things about the future: how panels are constructed, which claims survive scrutiny, and why confident public narratives about the world are so often wrong. Generative AI therefore has a double status here. It is a tool students may use, and it is also an object of exactly the critical thinking this course teaches. The standard the course applies to a consultancy forecast or a documentary film applies equally to an AI-generated answer: who produced this, on what evidence, with what assumptions, and what would have to be true for it to be wrong. The guiding rule is simple: AI may support your thinking, but it may not replace it. Students remain fully responsible for everything they present or claim, including any factual error, invented source, fabricated statistic or unexamined assumption produced by an AI tool.

Group panels

Students may use generative AI tools when preparing the documentary synopsis, reading synopsis and local initiative presentations:

- to clarify unfamiliar concepts, terminology, methods or background context;
- to help structure the group panels and sharpen its argument;
- to generate counter-arguments, alternative interpretations and the questions an audience is likely to ask;
- to suggest further lines of enquiry and additional sources worth investigating;
- to design and improve slides and visual material, and to improve the quality of written and spoken English.

Two conditions follow from what these assignments are for. First, the documentary and reading synopsis tasks assess engagement with the assigned material: students are expected to watch the film and read the report themselves. An AI-generated summary of assigned material is not a substitute for that engagement, and a panel that reproduces one will not demonstrate the knowledge, critical thought and connection to course content the grading criteria require. Second, the interpretation, judgement and connection to course themes presented must be the group's own; AI may be used to test that thinking, not to produce it.

Declaration of AI use

Each group panel must include a brief declaration of AI use a closing slide is sufficient stating which tools were used, for what purposes, and what the group did to verify or correct the output. The declaration is not graded on how much or how little AI was used, and honest declaration is never penalised. An account of where a tool was confidently wrong, and how the group discovered it, is a genuinely course-relevant observation and will be received as such. Undeclared or misrepresented use of AI tools is a breach of academic integrity and will be handled under the ISM Code of Ethics.

Midterm and final examinations

The examinations are individual and closed. Generative AI tools, AI-enabled devices, browser assistants and any other form of automated support are not permitted during the examinations and their use is treated as cheating. AI tools may be used when preparing for the examination, to generate practice questions, to test one's own understanding or to explain a concept differently, but students should be aware that the examinations assess the specific content of the lectures, assigned readings and documentaries, on which AI tools are frequently inaccurate. Preparation should be grounded in the course materials themselves.

Questions and verification

Presenting groups may be asked questions about the material, its sources, its assumptions and the reasoning behind their interpretation, and all group members should be prepared to answer. Being unable to explain or defend the content of a presentation including material produced with the help of AI will be reflected in the grade and may be treated as a case of academic dishonesty and reported to the ISM Committee of Ethics.

Responsible use of data

Students must not enter personal or confidential data into generative AI tools. Where the local initiative presentation involves contact with an organisation or its representatives, any notes, correspondence or interview material must be anonymised before it is processed with an AI tool, and confidential information shared by an organisation must not be entered into these tools at all.

Any use of AI tools beyond the purposes described above should be discussed with the course coordinator in advance. Students who are uncertain whether a particular use is acceptable should ask before submitting.

COURSE OUTLINE

Topic	In-class hours	Readings
An overview of global challenges: factors, risks, causes, interrelatedness	4	[1]
Introduction to Futures Thinking	4	[2] [3] [4]
Future of the Planet	3	[5]
Future of Global Health	3	[6] [7]
Future of Food	3	[8] [9] [10]
Future of Global Inequality	3	TBA (Reading + Documentary film)
Future of Democracy & Human Rights	3	TBA (Reading + Documentary film)
Future of Work & Money	3	[11]
Future of Truth	3	TBA (Reading + Documentary film)
The challenge and opportunities brought by global challenges	3	TBA
The Role of Business	4	TBA
The Role of Social Entrepreneurs	4	[12]
The Role of Philanthropy	4	TBA
Questioning Being: Issues in relation to the individual	4	TBA (Reading + Documentary film)
	Total: 48 hours	
CONSULTATIONS	6	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components</i>	
Documentary synopsis group presentation	10
Reading synopsis group presentation	10
Local report presentation	25
<i>Individual Components</i>	
Midterm exam	25
Final exam	30
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

1. **Documentary synopsis group presentation (15%):** Students will – in small assigned groups – provide an oral presentation of approximately 15 minutes in length on an assigned documentary film. Presentations will be assessed on the basis of: quality of delivery, quality of presentation slides, demonstration of knowledge, critical thought, and connection to course content.
2. **Reading synopsis group presentation (15%):** Students will – in small assigned groups – provide an oral presentation of approximately 15 minutes in length on an assigned written report or article. Presentations will be assessed on the basis of: quality of delivery, quality of presentation slides, demonstration of knowledge, critical thought, and connection to course content.
3. **Local initiative group presentation (25%):** Students will – in small assigned groups – provide an oral presentation of approximately 30 minutes in length on a local (Lithuanian) example of 'futures thinking' of their choosing that reflects that particular week's theme. Presentations will be assessed on the basis of: quality of delivery, quality of presentation slides, demonstration of knowledge, critical thought, and connection to course content.
4. **Midterm exam (25%):** A multiple-choice exam will assess students' knowledge of the first five weeks of course material.
5. **Final exam (30%):** A multiple-choice exam will assess students' knowledge of the last seven weeks of course material.

RETAKE POLICY

The retake exam will assess knowledge of the entire course's content and be worth 55% of students' final grade.

ADDITIONAL REMARKS

None

REQUIRED READINGS/DOCUMENTARIES

- [1] Global Challenges and Global Cooperation, <https://globalchallenges.org>
- [2] A guide to using futures thinking to help drive corporate resilience and transformational innovation, can be accessed [here](#)
- [3] Marina Gorbis (2019) 5 Principles for Thinking Like a Futurist, can be accessed [here](#)
- [4] Hans Rosling et al (2018) Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think
- [5] Future Earth, <https://futureearth.org>
- [6] Healy J. A Case For The Future Of Global Health. *Harvard Public Health Review*. Summer 2015;7
- [7] <https://www.thinkglobalhealth.org>
- [8] Four Futures of Food: Global Food Outlook Alternative Scenarios Briefing, can be accessed [here](#)
- [9] Stuart Farrimond (2019). The future of food: what we'll eat in 2028, can be accessed [here](#)
- [10] Accenture (2017) The Future of Food. Can be accessed [here](#).
- [11] Future of Work: Forecasting Emerging Technologies' Impact on Work in the Next Era of Human-Machine Partnerships. Can be accessed [here](#).
- [12] Hany H Makhoul (2011). Social Entrepreneurship: Generating Solutions To Global Challenges. *International Journal of Management & Information Systems*

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing,
Finance,
Industrial Technology Management,
Entrepreneurship and Innovation*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper