Welcome To The Future Enterprise

BSD105 - 2021

Tutorial

Week 5

Let's start

A2 Scenario Planning: A method

Stage 1: Setting the agenda

Stage 2: Determining the driving forces

Stage 3: Clustering the driving forces

Stage 4: Defining the cluster outcomes

Stage 5: Mapping cluster impact and uncertainty

Stage 6: Framing the scenarios

Stage 7: Scoping the scenarios

Stage 8: Developing the scenarios

Stage 1: Setting the Agenda

- What is the key issue of concern facing the organisation and the organisation's key stakeholders?

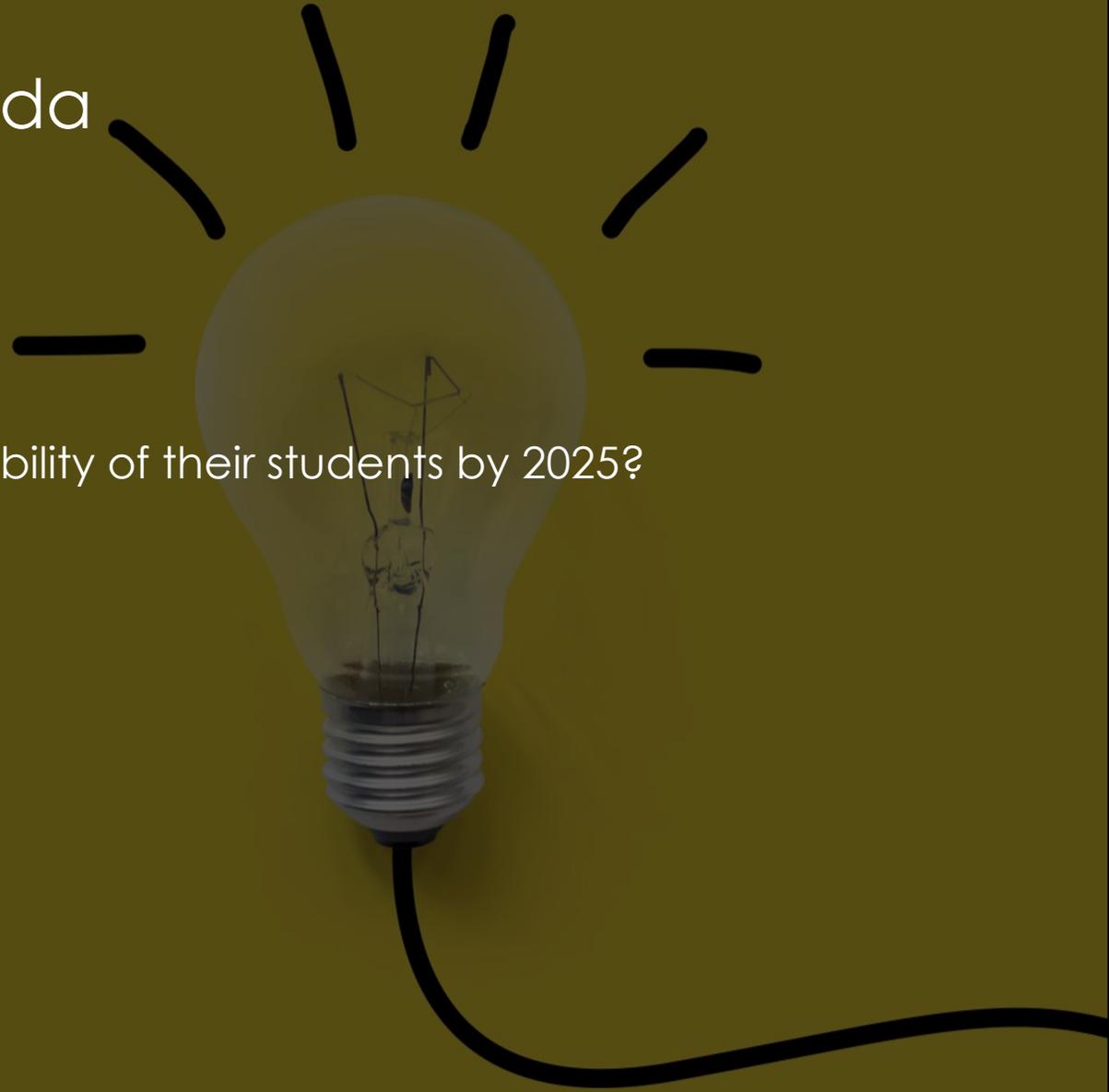- What is the single most important issue that causes uncertainty about the future?

		What are they concerned about?	**What are they excited about?**
The Organisation:	*QUT*	1. Revenue 2. No longer seen as delivering public value 3. Obsolescence	1. Access to new markets with virtual learning 2. Increasing share of domestic market
The Organisation's stakeholders:	*Students*	1. Not having skills for future jobs 2. Being forced into a delivery mode they don't like 3. Unengaging experience of learning 4. Competing with more graduates as remote working expands graduate market	1. Different bundles of degrees 2. Accessibility and inclusion afforded by virtual learning
	Staff	1. Job security 2. Under-delivering to students	1. Continuing to develop knowledge to help society 2. Supporting student learning
	Government (e.g., funders)	1. Changing skills 2. Skills shortages in key industries	1. Meeting changing demands of skills in Australia 2. Accelerating access to local and regional talent 3. Competitive in tertiary education – learning provider in APAC region
	Employers of graduates	1. Staff turnover 2. Job ready graduates with in-demand skills 3. Going out of business	1. New ideas and innovation to improve organisation 2. More graduate ready skills through greater integration between universities and industry

QUT

		What are they concerned about?	**What are they excited about?**
The Organisation:	*QUT*		
The Organisation's stakeholders:	*Students*		
	Staff		
	Government (e.g., funders)		
	Employers of graduates		

Stage 1: Setting the Agenda

Issue of concern

➡ How does QUT improve the employability of their students by 2025?

Stage 2: Determining the driving forces

Map the trends you have found against a category using the PESTLE tool:

- Political
- Economical
- Social
- Technological
- Legal
- Environmental

Remember when we completed this worksheet? The PESTLE is a tool that helps you go into more depth in the types of trends you may want to consider for your chosen client.

Predictable Trends

Business Trends

Technology Trends

Societal Trends

QUT

An example: QUT

	How does QUT improve the employability of their students by 2025?				
POLITICAL	**ECONOMICAL**	**SOCIAL**	**TECHNOLOGICAL**	**LEGAL**	**ENVIRONMENTAL**
Changing fees for degrees based on assumed needs of the future – prioritizing STEM over HASS courses Decrease in university funding overtime Chaning governments causing policy whiplash Universal income	Non-traditional rivals offering new educational services International competition for rankings, students and academics is changing the higher education landscape Rising unemployment rates Great digital divide	The shift to education as a continuous process is changing demand for higher education offerings Virtual learning has highlighted inequalities in access to education Increasing trend towards portfolio careers Increase in micro-credentialling demand No longer global citizens	Digitization / automation of many tasks Shift to virtual course delivery will impact the educational experience Online learning as flexible and convenient New learning platforms, augmented reality, online, AI, robotics etc.	Greater IP sharing between institutions.	Climate change continues to be a significant issue around the world. Stronger focus on domestic markets means less travel, lower carbon footprint. Virtual learning reduces environmental impact of large campuses. Limited exposure to other environmental issues beyond Australian borders.

Can we add to this?

How does QUT improve the employability of their students by 2025?					
POLITICAL	**ECONOMICAL**	**SOCIAL**	**TECHNOLOGICAL**	**LEGAL**	**ENVIRONMENTAL**

Stage 3: Clustering the driving forces

- Review your PESTLE table and see which trends could be grouped together into clusters.

- The clusters represent broader themes in the trends.

How does QUT improve the employability of their students by 2025?

POLITICAL	ECONOMICAL	SOCIAL	TECHNOLOGICAL	LEGAL	ENVIRONMENTAL
Changing fees for degrees based on assumed needs of the future – prioritising STEM over HASS courses. Decrease in university funding overtime Chaning governments causing policy whiplash Universal income	Non-traditional rivals offering new educational services International competition for rankings, students and academics is changing the higher education landscape. Rising unemployment rates. Great digital divide	The shift to education as a continuous process is changing demand for higher education offerings. virtual learning has highlighted inequalities in access to education. Increasing trend towards portfolio careers. Increase in micro-credentialling demand No longer global citizens	Digitisation / automation of many tasks shift to virtual course delivery will impact the educational experience online learning as flexible and convenient New learning platforms, augmented reality, online, etc.	Greater IP sharing between institutions.	Climate change continues to be a significant issue around the world. Stronger focus on domestic markets means less travel, lower carbon footprint. Virtual learning reduces environmental impact of large campuses. Limited exposure to other environmental issues beyond Australian borders.

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Clusters?

How does QUT improve the employability of their students by 2025?					
POLITICAL	ECONOMICAL	SOCIAL	TECHNOLOGICAL	LEGAL	ENVIRONMENTAL

What else can we add?

Cluster 1 – Lifelong educational wellbeing

Decrease in university funding overtime

Non-traditional rivals offering new educational services

The shift to education as a continuous process is changing demand for higher education offerings. Increasing trend towards portfolio careers.

Cluster 2 – Post-automation

Changing fees for degrees based on assumed needs of the future – prioritising STEM over HASS courses.

Universal income

Rising unemployment rates.

Digitisation / automation of many tasks

Cluster 3 – Teaching innovation

Greater IP sharing between institutions.

Online learning as flexible and convenient

Etc., Etc.,

Shift to virtual course delivery will impact the educational experience

New learning platforms, AI, Robotics, augmented reality, online, etc.

Cluster 4

Cluster 5

Cluster 6

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Where are we up to in this process?

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A1 Q&A

- Where are you up to?
- Do you have any questions?
- Now is the time to ask.

- Here is <u>guide</u> to the word count

Introduction   100

Internal business context

·   Business ownership and structure   100

·   Industry and summary of core product/services   200

·   Customer profile   150

·   Competitors   150

·   SWOT analysis   150

External business context

·   External factors not inlcuidng tables   250

·   PESTLE analysis not including tables   250

Conclusion - including what is their point of
difference   150

Next Steps

- Keep working on your A1
- Finish your SWOT and PESTEL
- Setup your A1 document and start populating information as points
- Keep researching the client
- Read the brief again
- Start writing every day

Research Skills

- QUT Library and Google Scholar
- Selecting keywords
- Creating a search phrase
- Refining the results using date, type
- Aiming for about 130 results

Don't forget to do the eContent

It will give you a good introduction to what we will be discussing in more detail

Have you accessed your OneNote yet?

The slides and links to the Padlets will be in the Content Library

See you in the Workshop