PRME FUTURE BOX BUSINESS

9 DECEMBER 2026
03:30–05:30 PST
06:30–08:30 EST
11:30–13:30 GMT/WET
12:30–14:30 CET/WAT
13:30–15:30 CAT
14:30–16:30 EAT
17:00–19:00 INDIA
19:30-21:30 CHINA
20:30–22:30 JST

Design Futures of Business

FREE PILOT WORKSHOP FOR PRME SIGNATORIES
including open access to the PRME Future Box Business



Register by 1 December 2026

PRME Principles for Responsible Management Education
CHAPTER DACH

PRME FUTURE BOX BUSINESS

EIGHT FUTURE LOGICS

01 Dystopian

02 Business as usual

03 Green growth & techno-fix

04 Transformative

05 Regenerative

06 Post-growth & democratic

07 Retro & rollback

08 Security economy

Which futures of business are we educating for?

Climate change, biodiversity loss, geopolitical tensions and social inequality are interlinked and reinforce each other. Researchers describe this as a polycrisis. Business is part of the cause and part of the response.

Management education therefore needs room to think through other ways of doing business before students meet these decisions in practice.

With the PRME Future Box Business, groups explore this space of possibilities. They discuss which futures of business they want, which they want to avoid, and why.

What the box contains

At the core are 64 **trend cards** in eight future logics, from dystopian to regenerative. Each card shows one future in a deliberately pointed form. The cards draw on current trends, futures research and pioneering examples from around the world.



Megatrend cards link the scenarios to global developments. With **wildcards**, teams test how resilient their scenarios are.

With **lens cards**, they take the views of different stakeholders, including future generations and the living world.

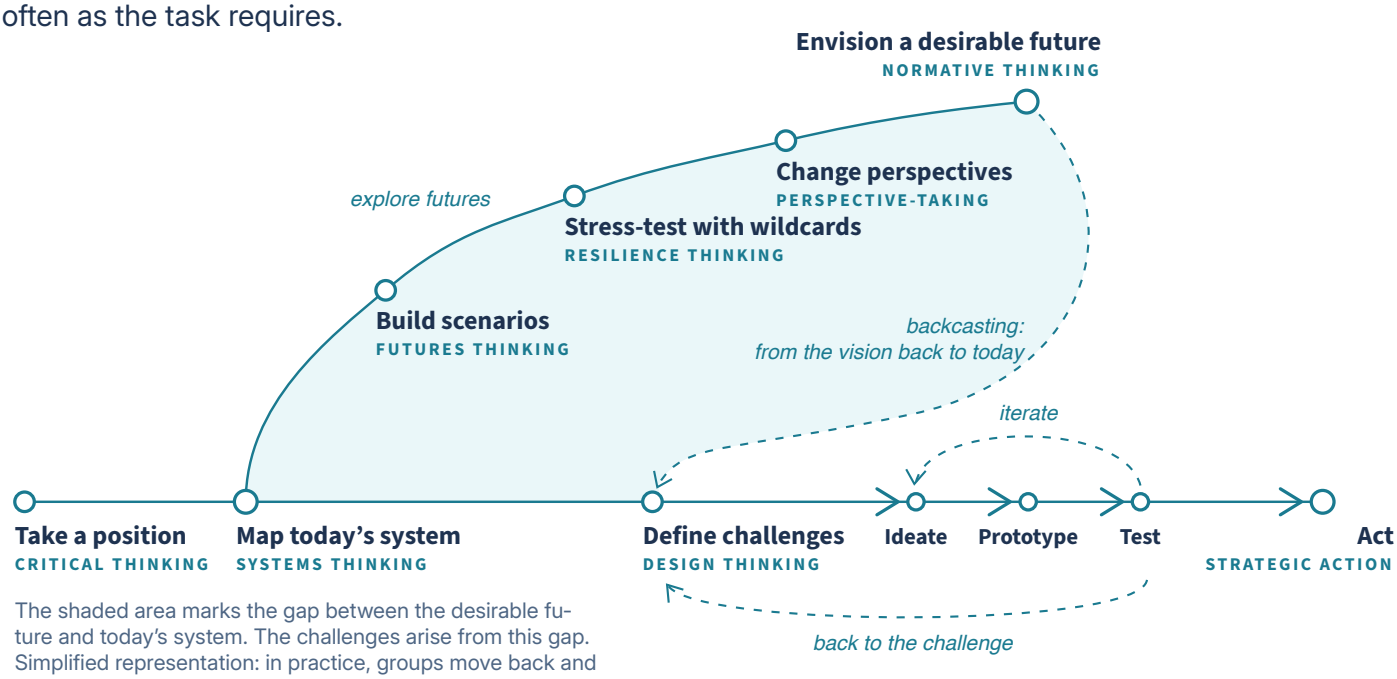
Position Cards open a critical discussion. **Challenge cards** turn scenarios into design challenges for a design thinking project.

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From scenarios to projects

Using the card sets in your course.

You can start with a single session in which students use the trend cards alone. They build scenarios for the future of business and compare them. Each further card set extends the work. In a semester project, students choose a desirable future, work backwards to today, define a design challenge and develop and test first prototypes. Groups move back and forth between these steps as often as the task requires.



The shaded area marks the gap between the desirable future and today's system. The challenges arise from this gap. Simplified representation: in practice, groups move back and forth between all steps. Graphic created with AI assistance.

In the workshop, you

1

Get to know the cards

You work with all card sets in teams, in the same way your students will.

2

Explore applications

You learn ways to use the cards, from a single session with scenarios to a design thinking project.

3

Plan your course

You design a format for your own teaching and discuss it with colleagues.

After attending the workshop, you can

- explain how critical thinking, systems thinking, futures literacy and design thinking support responsible management education.
- select and combine the card sets to fit the goals and time frame of your own courses.
- guide students in developing and assessing scenarios for the future of business.
- moderate discussions on contested futures without steering students towards one answer.
- derive design challenges from scenarios and outline how students can work on them in a design thinking project.

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Facilitator



Helga Mayr runs über:morgen, Atelier für Zukunftsgestaltung. She is part of the Futures Lab Team at the University College of Teacher Education Salzburg, teaches Business, Law and Marketing at a vocational school in Innsbruck and has taught at the University of Innsbruck.

Helga develops educational concepts and learning materials and facilitates participatory co-creation workshops based on design thinking and futures literacy. Her doctoral research focused on design thinking in education for sustainable development.

Host



Christian Baumgartner works at the University of Applied Sciences of the Grisons (FHGR) at the intersection of tourism, regional development, and sustainability.

He develops visions for the future and facilitates change processes in tourism - in the Alpine region, in Europe, and in emerging countries and the Global South.

Christian is a board member of PRME Chapter DACH.

The cards have been tested with Master's and doctoral students from six European countries and at Copenhagen Business School. Students reported that the cards gave their groups reasons to discuss different opinions and led them to futures they would not have thought of otherwise.

> *"[The card on extracting value] resembled the current society to such a large extent and it's a bleak outlook."*
>
> Student, Copenhagen Business School 2026

> *"I learned more about different future scenarios. Every single scenario has some downsides, there is no perfect one."*
>
> Participant, Future Business Design Jam, Lüneburg 2026

> *"There was a card about work and roles that described a possibility of work becoming increasingly fragmented [...]. This was a scenario that I had never even remotely considered before."*
>
> Participant, Future Business Design Jam, Lüneburg 2026

Register by 1 December 2026

DATE 9 December 2026, 12:30 to 14:30 CET

FORMAT Online, in English.

MATERIALS Open access to all card sets and methods.

FEE This pilot workshop is free of charge for faculty at PRME signatory institutions. Future workshops will charge a participation fee.

REGISTER

Register by **1 December 2026** via this **link** or the QR code.

Cards developed by Helga Mayr for PRME Chapter DACH. Inspired by the Zukunftsboxen of the Futurium Berlin.

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in cooperation with über:morgen Atelier für Zukunftsgestaltung