

Module number 24 - 26 (BW) 33 (EB)	Module title Specialised Elective Module: Scenario Thinking Technique - Method & Development	Code STT
Module coordinator Prof. Dr. Bresinsky	Tuition type Seminar-style tuition	Module duration 1 Semester
Lecturer Prof. Dr. Bresinsky	Compulsory/Elective Elective	Module language English

Learning outcomes

The qualification goals mentioned below are subdivided into three dimensions. Each dimension corresponds to a target competence level. The following competence levels have been defined:

- Competence level 1 (awareness): cursory awareness of simple structures, only previously learned knowledge is tested
- Competence level 2 (comprehension): basic understanding of multiple structures up to deeper understanding of the relations between structures, learned knowledge is analysed, combined and applied
- Competence level 3 (deep understanding and application): deeper understanding of the relations between structures up to independent transfer and extension of knowledge to new structures, learned knowledge is critically questioned and/or evaluated, interrelations between structures and their consequences are reflected and explained

The competence level of the respective qualification goal is represented by the corresponding number (1, 2 or 3) in the competence descriptions below.

On completing the module the students will have achieved the following learning outcomes on the basis of scientific methods:

Subject skills

- Understand the requirements of scenario thinking for decision-making (2).
- Know how to identify drivers and trends for scenario development (2).

Method skills

- Know how to use a software tool to develop, create and analyze scenarios (3).
- Know how to document and log results on e-learning platform (3).

Social skills

- Know how to present results to plenum and work groups (3).
- Know how to collaborate with virtual teams in an international work environment (3).

Personal skills

- Improve English conversation, reading and writing (3).

Content

In strategic decision-making scenario thinking plays a crucial role. Good management and leadership both are based on assumptions about possible future developments. Preparing scenarios for the decision support needs a method based approach. This course aims to give students an introduction into scenario thinking and provides the opportunity to create scenarios about a real world subject matter. Students will be instructed to use a software tool and to apply critical thinking methods. Due to the fact that management in a globalized world is multinational in scope and

objective, the course will be in cooperation with students of international cooperation partners of OTH Regensburg.

For this term it is planned to develop scenarios about the Sahel Zone and its future security challenges.

- Administration & Organization; Introduction
- Introduction and understanding of subject matter
- Introduction into scenario development tool
- Developing work plan and research design
- Work groups and plenum discussion
- Symposium

Literature

Required reading

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Recommended reading

Scenario Wizard Introduction and free download: http://www.cross-impact.de/english/CIB_e_ScW.htm

Free available via OTH access:

Emodi, Nnaemeka Vincent (2016): Methodology, Data, and Scenario Development. In: Nnaemeka Vincent Emodi (Hg.): Energy Policies for Sustainable Development Strategies: The Case of Nigeria. Singapore: Springer Singapore, S. 85–122. Online verfügbar unter https://doi.org/10.1007/978-981-10-0974-7_4.

Grienitz, Volker; Hausicke, Michael; Schmidt, André-Marcel (2013): Scenario development without probabilities — focusing on the most important scenario. In: European Journal of Futures Research 2 (1), S. 27. DOI: 10.1007/s40309-013-0027-0.

Gurjar, Nikhil (2017): A Forward Looking Approach to Project Management : Tools, Trends, and the Impact of Disruptive Technologies.

Pesonen, Hanna-Leena; Ekvall, Tomas; Fleischer, Günter; Huppel, Gjalte; Jahn, Christina; Klos, Zbigniew S. et al. (2000): Framework for scenario development in LCA. In: The International Journal of Life Cycle Assessment 5 (1), S. 21. DOI: 10.1007/BF02978555.

Sahel: all resources online available

Databases and web sites

<https://www.acleddata.com/>

<https://www.unocha.org/sahel>

<https://www.gapminder.org/>

<https://www.longwarjournal.org/>

<http://www.thebrokeronline.eu/Programmes/Sahel-Watch>

Journals

Ado, Abdou Matsalabi; Savadogo, Patrice; Pervez, A. K. M. Kanak; Mudimu, George Tond (2019): Farmers' perceptions and adaptation strategies to climate risks and their determinants. Insights from a farming community of Aguié district in Niger. In: GeoJournal. DOI: 10.1007/s10708-019-10011-7.

Epule, Terence Epule; Ford, James D.; Lwasa, Shuaib (2018): Climate change stressors in the Sahel. In: GeoJournal 83 (6), S. 1411–1424. DOI: 10.1007/s10708-017-9831-6.

Grolle, John (2015): Historical case studies of famines and migrations in the West African Sahel and their possible relevance now and in the future. In: Population and Environment 37 (2), S. 181–206. DOI: 10.1007/s11111-015-0237-4.

Nwankwo, Cletus Famous (2019): Essentialising critical geopolitics of the farmers-pastoralists conflicts in West Africa. In: GeoJournal. DOI: 10.1007/s10708-019-10023-3.

Panke, Diana (2019): Regional cooperation through the lenses of states. Why do states nurture regional integration? In: The Review of International Organizations. DOI: 10.1007/s11558-019-09348-y.

Saba, Charles Shaaba; Ngepah, Nicholas (2019): A cross-regional analysis of military expenditure, state fragility and economic growth in Africa. In: Quality & Quantity. DOI: 10.1007/s11135-019-00905-6.

Teaching and learning methods

Seminar-style tuition

Symposium

Group works

Digital learning and teaching techniques are applied: e-learning platform, collaboration and conference software.

Due to Covid-19 situation, the course will be offered in a digital version. No classroom teaching is planned. The module leader will inform students about the planned course details within the first digital lecture.

Type of examination/Requirements for the award of credit points

Written essay (English) 1500 words

ECTS-Credits 5	Workload 150 hours	Weighting of the grade in the overall grade 5
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