

Skill Is An Entity That Contains A Cosmos

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*I'm a man of contradictions, I'm a man of many moods,
I contain multitudes
I'll play Beethoven's sonatas, Chopin's preludes,
I contain multitudes*

(Bob Dylan)



Bob Dylan affirms in a recent song what he is famous for - he mutates and activates multitudes to give answers which are „blowing in the wind“ - characterised by their uncertainty. Jürgen Klopp has done the same in the universe of football. Both have excelled in their profession by having rejected to be diminished to their profession. Bob Dylan regularly disappointed parts of his audience by refusing to stick to the same style for a lifetime. Such he inspired the globe for a lifetime. Whilst the football manager Mourinho was lobbying for his exceptional trainer skills naming himself the „special one“, Klopp captured the hearts of the fans by indicating that there is more than the profession. He joked about his speciality: being the „normal one“.

Skills we own are not a well defined solid set but rather a cocktail. That one depends on diverse cooks and resources which sometimes help them to develop and flourish or to mess

them up. The ultimate chef is the individual who „contains“ the multitudes. These kaleidoscopes of constituents we will try to examine a little.

Saper Vedere: Navigate!

Our „multitudes“ are components of an ability. Obtained in complex ways they constitute skills. Learning and knowing are prerequisites such are experience and assessments. It involves using our senses, in other words it is bound together by a knowledge navigation process. It is starting with insights from Leonardo da Vinci: Saper Vedere - Learning to see. Navigation skill is much more than driving a car. It is more like flying. It is a 3 dimensional skill. By definition it is a universal holistic concept. Due to the „contradictions and moods“ all humans „contain“ they obviously have to acquire their skills in their own ways even if others may



try to skill them. That makes predictability with the attribute „future“ ambiguous.

Implicitly the question of future skills expects considerations on the challenges our jobs might have for us. Framing it this way results in optimising the existing skills we were trained for, projecting them into the future. There is not a straight highway leading to this unpredictable destination. We have to mobilise our navigating skills turning to futurizing detecting emergent issues in all aspects of life. Navigation is related to flowing with the rotation of the earth, which never is in static balance. To deal with unexpected *multitudes of challenges* we might look for the *multitudes of talent, courage, insides, companionships, wisdom, contradictions and moods* that at least basically each of us contains.

As navigators we have to mobilise them thus to observe, understand, share and progress for the benefit of future generations. Let's *learn to see* through the lens of participating analysis.

Skill Resources As An Ecosystem

Decades ago Günther Szogs successfully suggested the unconventional name „Skill Resources“ for the Banks' formerly training department he was head of. It indicates that it is not *just* about knowledge, about training, about learning, about technology, about intersections of responsibility, about experience (tacit knowledge), about metamorphosis of human potential into structural and relational capital. It is not *just* about organisational frameworks, about structural use of hard- and software capabilities, about keeping stakeholders, competitors, customers, colleagues, partners in mind. It is to *at least exemplary* about binding all of this together to develop and *navigate skills by a purpose*. That's why focussing on intellectual balance sheets as a monitoring endeavour for the departments work supported by pioneering work of Leif Edvinsson, Günter Koch, Ursula Schneider, Klaus North and Peter Pawlowsky and the Fraunhofer Team of „Wissensbilanz Made in Germany“ was indispensable.

Too complex? Consider this. Such an approach - although not monitored academically - is daily business. Looking into the newspaper you regularly find invitations for parents to visit different schools for an open door event. They can meet teachers, see infrastructure, learn about the philosophy in place to get a *sense, a feeling* of the *skill sets* the respective schools promote for the young school kids who enter a new stage in their skill developments. Offerings to compare may include more English or even Chinese, international exchange, cooperation with universities, arts, sport or music, didactical concepts. All presented in respective conversations, environments and demonstrations. Note that at those open door events no one expects absolute future certainty. Parents and school-staff have basic trust in their *mutual skill sets* which they regard necessary to assess the *school's skill-set profile* most adequate to fit the young ones *skill development* best. The *high complexity* of this journey in skill-navigation is regarded by all concerned to be *quite normal*.



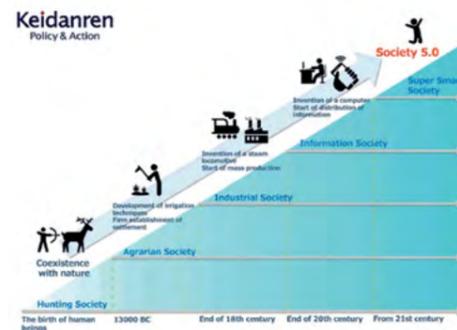
... quite normal: complexity... (Image: G.M. Szogs)

Ambiguity of Skill Purpose

Modern experimental schools like international Sharing school (f.e. in Lisbon) as well as traditional anthroposophical anchored schools like Montessori or Waldorf have chosen a holistic approach as purpose. The connected purpose of „sharing“ is limited to the attitude they want to foster rather than to share their resources with the general public of pupils - that would require a revolution in the purpose of school systems.

„Future skills“ as said are associated with future jobs. Parents are worried about how their children might be helped to acquire all what is needed to earn one day a living.

Parents themselves usually had undergone matching processes with employers. Specialists equipped with *skill sets* to *sort out* the applicants *skill sets* call themselves **Human Resources Experts**. Their selection criterium of course is not the „Human“ but the purpose of the respective company. Depending on the role the „human“ qualifies for, his/her skills might be extraordinarily extended or spectacularly diminished. It might also happen that stereotypical skills suddenly are regarded as not „*future ready*“ and *disruption* becomes the buzz-word. Suddenly multitudes of skills are treasured even if they were not developed for the specific purpose and *not acquired in a public or private institution*. As we insisted in former dossiers context: everybody is a knowledge manager, same is true here: *everybody is bearer of multitude skill sets*.



Society 5.0 – Japan's future plan (Image: keidanren.or.jp)

Future skill & Future Hunting

Society 5.0 is in progress by Japan, under leadership by Prof Noburo Konno, in collaboration with among others Keidanren, JIN- Japan Inno Network and other Futurizing pioneers.

The core is the search for innovation policy for Society of Tomorrow. This was initiated and pioneered many decades ago by the MITI. A special knowledge alliance was shaped labelled Softnomics Center. A key knowledge leader has been Taka Sumita, now at Sumitomo Research Lab, in pioneering efforts with acknowledged knowledge guru prof Y. Nonaka. Their timeline illustrate that many of groundbreaking economic and societal revolutions go along with evolutions of skills, some of them stay on or are enriched by new ones, some fade away.

Lexikon

skill | skɪl |

noun [mass noun]

the ability to do something well: it was difficult work, taking great skill.

- [count noun] a particular ability: the skills of cookery.

verb [with object]

mainly South Asian English train (a worker) to do a particular task: training firms are already seeing a boost from companies looking to skill employees in cloud technologies.

ORIGIN

late Old English *scele* 'knowledge', from Old Norse *skil* 'discernment, knowledge'.

Future Skill & Art See

What do you see?



Sidney Opera House. (Image: Srikant Sahoo / unsplash.com)

Like Vasarely (1906 - 1997) in his medical lab, in Hungary and France. As he saw interesting and artful patterns in his molecular items. This moment of Aha, triggered him to proceed into the art of molecular research. And soon he discovered that the artful patterns could be leveraged by computer tools, also called *Opto art*. *Is this Future Skill?*

The Dance of Intuition

In the intricate tapestry of knowledge management, where the exchange and utilization of information form the backbone of organizational

success, one often encounters a silent protagonist – intuition. Though not as conspicuous as data analytics or explicit knowledge, intuition plays a pivotal role in navigating the labyrinth of uncertainties and complexities that define today's dynamic business landscape.

Embarking on the frontier of human development, the recent wave of insights from works like the „Future Skills Navigator“ by Pechstein and Schwemmler (2023), the visionary „Future Skills“ by Grünberg, Pechstein, Spiegel and von Hattenburg (2021) and also the transformative theories of Otto Scharmer's „Theory U“ or even, not as recent, Daniel Kahneman's „Thinking, Fast and Slow“ paints a vivid panorama of the skills required to navigate the complexities of



... From a distance ... Victoria Kaiserin Friedrich – Blickachsen Bad Homburg. (Image: G.M. Szogs)

tomorrow. These visionary explorations weave a narrative that transcends traditional boundaries, blurring the lines between hard and soft skills. The „Future Skills Navigator“ for instance provides a roadmap, akin to a treasure map, guiding us through the uncharted territories of skill acquisition, while „Future Skills“ becomes a compass, pointing towards the undiscovered facets of adaptability, creativity, and emotional intelligence. Scharmer's U-process emerges as a transformative journey, urging individuals to plunge into the depths of intuition, mirroring Kahneman's System 1 thinking—a wellspring of rapid, intuitive judgments.

In this tapestry of insights, a profound revelation surfaces: the future is not only about acquiring entirely new skills but about unboxing and redefining the ones we thought we knew. The conclusion echoes through the corridors of these works – intuition, that *elusive dance between instinct and insight*, emerges as a linchpin in the mosaic of future skills. The ability to harness both the swift, instinctive responses of System 1 thinking

and the deliberate, analytical process of System 2 becomes the cornerstone of adaptability and innovation.

In this grand unfolding narrative, the call is not just for the acquisition of novel skills but for the re-emphasis on the often overlooked, the intuitive. It's a call to unbox, reevaluate, and *weave intuition into the fabric of our skill sets*. These insights beckon us to embark on a journey not only of skill acquisition but of *skill redefinition* – an odyssey towards a future where intuition is not just acknowledged but celebrated as a potent force in the ever-evolving landscape of human capability.

So, let's start with some unboxing.



... Decisions in the making ? ... (Image: G.M. Szogs)

Intuition, often dismissed as a mere gut feeling or a subjective inclination, is a reservoir of tacit knowledge that weaves itself into the fabric of decision-making and problem-solving. While explicit knowledge can be documented, coded, and transmitted through formal channels, intuition thrives in the realm of the unspoken, the uncoded, and the implicit. It is the silent force that guides seasoned professionals, enabling them to make swift, informed decisions even when confronted with incomplete or ambiguous information (Drucker, 1980).

Consider a seasoned manager faced with a critical decision that lacks the clarity provided by quantitative metrics or historical data. Intuition, honed through years of experience and exposure, steps into the void, allowing the manager to draw upon a nuanced understanding of the situation. This intuitive knowledge, often labeled as „gut feeling,“ is an amalgamation of past experiences, lessons learned, and a deep-seated understanding of the organizational context. But not only that, it can also be *fostered and trained explicitly*.

Importantly, intuition thus may serve as a bridge between tacit and explicit knowledge, thereby a focus on the integration of both types becomes crucial and along with that an understanding and learning process on whether and how the different components can complement each other. It enables to navigate uncertainty, make timely decisions, and respond creatively to novel situations. Intuition is particularly valuable when dealing with people-related aspects of leadership, such as understanding team dynamics, gauging employee morale, and making empathetic decisions. When employees harness their intuitive faculties, they tap into a wellspring of unspoken insights that may not find expression in formal documentation. These intuitive insights, when shared and integrated into the organizational knowledge base, enrich the collective wisdom of the workforce.

Moreover, in the fast-paced world of knowledge management, where information overload is a constant challenge, intuition acts as a *filtering mechanism*. It helps individuals discern relevant patterns, identify emerging trends, and make sense of the chaos. While data analytics and artificial intelligence excel in processing vast amounts of information, intuition adds a human touch, injecting contextual understanding and emotional intelligence into the decision-making process.

Furthermore, intuition plays a crucial role in *fostering innovation*. As organizations strive to stay ahead in a competitive landscape, the ability to connect seemingly unrelated dots and envision novel solutions becomes paramount. Intuition, as a silent collaborator, sparks creative thinking by *drawing on subconscious insights and pattern recognition*, fueling the innovative spirit that propels organizations forward.

However, it is essential for leaders to strike a **balance between intuition and evidence-based decision-making**. While intuition can provide valuable insights, it is not foolproof and may be influenced by biases or personal emotions. Leaders should leverage intuition as

U-Theory by Otto Scharmer goes beyond traditional leadership models, fostering a holistic approach that combines analytical thinking with mindfulness. By navigating the U, individuals and organizations can unlock new levels of creativity and resilience, essential for mastering the future skills landscape. Scharmer's model emphasizes three essential stages:

- 1. Download:**
 - Engage in open-minded exploration, shedding preconceived notions.
 - Reflect on past experiences to understand existing mental models.
- 2. Suspend:**
 - Challenge assumptions and suspend judgment.
 - Embrace a state of openness and receptivity.
- 3. Presencing:**
 - Connect with one's deepest self and the emerging future.
 - Integrate intuition and inner wisdom to co-create innovative solutions.

In summary, applying Theory U to the use of intuition in management can create a more adaptive, innovative, and empathetic organizational culture, fostering a deeper connection to purpose and a more holistic approach to decision-making.

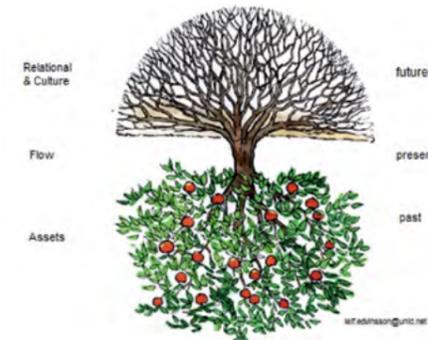
a supplement to, rather than a replacement for, rational decision-making processes. By *combining intuitive insights with analytical rigor*, leaders can enhance their ability to guide their teams through complex challenges and drive successful outcomes.

In fact, research has shown that intuition can be a source for innovation and that innovators often are intuitive persons (see already Schumpeter 1912 on „entrepreneurial personality“, Gutenberg 1962).

In conclusion, the role of intuition in knowledge and innovation management processes cannot be understated. It is the quiet guardian of tacit knowledge, a guiding force in decision-making, and a catalyst for innovation. Embracing intuition as a legitimate and valuable aspect of organizational knowledge empowers individuals and teams to navigate the complexities of the business world, ensuring that the dance of intuition remains an integral part of the symphony of knowledge management.

Anticipation skill - Learning to look around the corner.

Anticipation skill is now being a part of Future Literacy programs in Unesco, initiated and developed by Riel Miller.



(Image: mynewsdesk.com/se/isaac)

The implication of this challenge is to tap multitude of sources on signals and data. That specific process might be labelled Oracy Lab conversation. In other words a deep listening for the inner voice and hidden signs. Saper Vedere from another angle.

International Space Asset Acceleration Agency - I.S.A.A.C – Bring Space to Earth! I.S.A.A.C was founded in 2022 in Stockholm to help companies and organizations find knowledge destined for space to drive change on Earth. By matching existing advanced space research with urgent and current needs of companies and organizations, new business opportunities are created. There are already countless examples of this knowledge transformation, in areas such as medicine, environment, transport, communication, sustainability, entertainment and industry. This tree illustration was developed as a key compass for navigating the Intellectual Capital in the Skandia insurance group, with Leif Edvinsson as the Worlds First Director for IC. It was to shift

the perspectives upside down, to see the hidden assets as well as cultivating the roots for future fruits. A 3 dimensional time view.

It was also embedded in the establishment of the Worlds First Future Center for prototyping organisational approaches for Futurizing.

Care – A Future Skill?

„What we are experiencing today is the struggle for new collective narratives. Transformation can also be seen as an opportunity. Along with knowledge and accountability, responsibility and a sense of justice are skills of the future. Solidarity and empathy, curiosity and encounter. Perhaps they come together in the



Movebank Globus for Frankfurt Kunstverein, courtesy Max Planck Institut Verhaltensbiologie, Nov. 2023 - March 2024 (Image: G.M. Szogs)

idea of care. Care can arise from fear of the consequences of a major threat and motivate us to accept responsibility. It has the power to generate meaning and (re-)establish a bond with what is paramount.“ (*Introduction to „Bending the Curve“, Franziska Nori, Director Frankfurt Kunstverein*)

Controversial Skill Ethics

Thoughts regarding ethics dispute both skill development and their purpose. If you are a conscientious objector you disregard the purpose of service as a soldier and you don't want to be skilled for fighting in a war. To take up our school example you have the debate about AI and - hard to believe - still the debate about digitisation. Some Professors ask for a moratorium to shield young school children from the use of such devices. Often people with little experience with those technologies mix up dubious content consumption with the potential of the devices. Same is true for the potential of our multitudes of skills. The discoveries resulting from applied skills and resulting knowledge from the likes of Oppenheimer or Einstein don't guarantee peace-loving use. And skills of cheating are considered vicious or brilliant according to how the purpose is judged. Film heroes like James Bond mirror a profession hailed or condemned depending which side they work for, same goes for whistleblowers and critiques, may their name be Snowden, Assange or Nawalny. Some even want to go to extremes by focussing on peoples genes as basis for future skills and make it a debate not just of pre-natal prevention of disabilities but of supremacy - multitudes of racism.



France 24 reporting on genomic prediction. (Image: tv screenshot G.M. Szogs)

Multitudes Prosperity – Multitudes Disaster

The annual event of the WEF is annually criticised for being a repetition of talks for and among the wealthy and powerful. But important NGO's are rightly eager to have a say even if they are neither wealthy nor powerful. The event sheds light on the „state of the world“, not just the state of any countries union. Political turnovers, economic implications, disruptions of supply chains, new or old alliances, effects on climate, hunger, the SDG's - there is little that is not being discussed by well informed experts of high esteem. Choreography is well balanced between *optimists and pessimists about the future*. Stunning sometimes is the incompatibility of the arguments. The optimists repeat their grandiose



Museum für Moderne Kunst, Frankfurt Main INSIDE ... (Image: G.M. Szogs)



...AND OUTSIDE! (Image: G.M. Szogs)

innovation efforts while the pessimists pointing to the incredible increase of the gap of rich and poor. Or they demand „Taxmenow“ as the convincing millionaire activist Marlene Engholm does. The



TaxMeNow: Marlene Engholm at World Economic Forum. (Image: tv screenshot G.M. Szogs)

late Hans Rosling would have counselled us to dissolve the dichotomy by being *possibilists* - observing „Factfulness“.

All what is happening matters for *chains of global skillsets* attached to it. The Ukrainian farmer suddenly learns how to shoot, drones for precise information for wet/dry spots on the field for efficient watering systems are skill-fully transformed to little surveillance-tools able to spot Russian soldiers in their hidings and drop self-engineered explosives. Clips of those are shared to boost moral whilst the Russians have used high sophisticated products of the gaming industry to pretend advancements of their military where there were none.

Those examples are presented and explained to the public in an analysis called „With Open Eyes“ in Arte (23.01.2024). A further skill is required to produce those documentaries supposed to be educational (*saper vedere?*). Any change in international confrontations stimulate the use of new locations. Semiconductors is a recent example - Intel explains their strategy for Europe to reporters at WEF. Since ownership of the means of production is private the state has to compensate for disastrous effects for their citizens in case of shut downs or the state tries to attract production and helps in *re-skilling* the population to ensure prosperity.

Covid and vaccine patents demonstrate how participation is regulated by a complicated net of *intellectual exclusion* but *production inclusion*. Future Skills describe effects of AI on the workforce - in Davos they guessed ca 40% might be negatively affected. But there is not THE future skill, and even the adaptability of traditional professions often spin out of control. Germany suffers repeated strikes of train drivers. They are especially upset because the employer DB offers them an hour less work a week only under condition there will be enough trained staff in the future. *Trained Train Driver*: formerly a wish of many kids, now *declared urgent FUTURE Skill*.



View into the sky near Frankfurt Main Airport. View into space: also called the invisible hand. (Image left: G.M. Szogs, image right: science.nasa.gov)

Spheres, Spaces and Past Futures

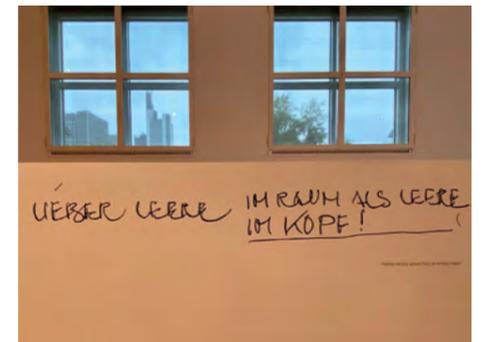
Some of our inner spheres relevant in constituting our abilities and skills we explored in the dance of intuition. It takes at least two for a tango. What about the spaces we use to make our inner spheres meet the outer ones? What is it we hear, how does it correspond to the acoustic signals we send, how do we align the spheres, how do they overlap in arts and architecture? Connections even found in archeological context of human kind, presented artfully in Karmeliter monastery by Slovenia as special guest of Frankfurt Bookfair: *Tweets From the Past*.

We detected our inner mind-lab. One of the first Scandinavian future center turned it outside and choose *mind-lab* as the name for a bold meeting place for co-creation right in the middle of the Danish government's ministries. Ey-catcher was a little space-lab

in which participants were invited to scribble their ideas and feelings at the inner walls. The *Pre-Lude* of following shared communications. Mind-lab, in Copenhagen, was inspired from Skandia Future Center to address especially Futurizing in the public sector. Review afterwards showed that they achieved higher level of policy innovations. As well as faster.

Today the heritage is cultivated by the Blox Hub in Copenhagen.

If we have a look into the sky where the actual space labs spin around we see other kinds of „tweets from the past“, *past futures* in physical clouds, derived from rivers and oceans, condensation from planes no longer to be seen, sunlight which is already on its way for 7 minutes. Same look at night reveals in darkness billion years history of galactic systems. Its origin was discovered not by sight but by noise. Two scientists tuned highly specialised receivers to detect very faint signals but were irritated cause they



Inside - out - look (Museum für angewandte Kunst, Frankfurt Main.) (Image: G.M. Szogs)

could not get rid of persistent background interference - noise - at a wavelength of 7.35 centimetre. They suspected pigeon poop of the birds nesting in the receiver to cause it. Actually it was the residual telltale microwaves noise emitted by big bang 13.7 billion years ago. The *Post-Lude* of it: those who detected the noise got the Nobel Prize 1979, the ones who calculated the wavelength did not. (johnrhodesbooks.com). Scientists joke that it is better to be lucky than good.

From the sound of big bang lets continue visiting the *multitudes of inter-operational skillsets* of researchers, artists, innovators by learning to listen to the sounds of silence in earthly space.

When the great pianist Sir Andras Schiff was honoured for his 70th birthday by his students and colleagues in Kronberg Academy he spend some time talking about architecture-skills. The concert hall for chamber music the birthday event took place, the Casals Forum, in his opinion is hardly matched by any other one he played in worldwide. Reason: It enables complete silence. A brilliant resource for the musicians to express with their utmost skill the full dynamic of music. For the *audience* it is a top *listening* academy cause it allows *silence* best.

Another seemingly contra-dictionary relation which amazingly support purpose: „Rather empty space than empty head“ was written in an exhibition to help us understand the excellent philosophy of Braun designer Dieter Rams who inspired Apple. On the other hand the architect Hans Hollein created the Frankfurt museum for modern art on a site shaped like a piece of cake. It seemed no chance for the painters to exhibit their works in such a *pressing* narrow-spaced environment. He *impressed* providing a design the artists loved to adapt to - a „*mutual inspirational society*“. Excellent skills provide the resources for others to use theirs respectively. *Kind of Archi-Texture*.

Skills Reciipes – Classroom of the Future

Roland Burger aligned results from the NCP co-initiated Aalto Campus for Societal innovation (ACSI) as Future Learning Projects with Frankfurt International Book Fair: the *Classroom Of*



Skill transfer: from ACSI to classroom for future, refined by re-paradigming. (Images G.M. Szogs; screenshot Bookcover)

The Future cooperating with the guest of honour Indonesia. They invited school classes from Frankfurt to experience Indonesian cuisine as „*food explorers*“ trying out cooking with famous Indonesian cooks. It raises awareness in playful ways about all the skills which as „intangible“ ingredients are present in a dish just as the natural ones are, from the processes of farming and harvesting the vegetables to the international trade which transport the products, to the cultures embedded in the refinements of cooking in form of taste we all enjoy.

Leif Edvinsson and Eunika Mercier-Laurent made this approach the „stuff“ for a book: *World Class Cooking for Solving Global Challenges: Reparadigming Societal Innovation*“. From the futurizing class room space emerged also skill in working with the intangibles like smell and taste. The book on recipes is building on the skill of rotating the plates or digital platforms of today and transform aha's into urban design or regions.

Like Sophia Antipolis in Provence, or the Academy of cooking in Grythytan, Sweden.(which started in a recycled pavillion from World Expo, in Barcelona, reused in Sweden and integrated into University skills program).

Celebrating Skills Multiverse

What a rollercoaster tour. As expected. We started with the multitudes of individuals, danced with our intuitions in our mind-labs, detected tweets from the past. We transferred skills developed for space to our earthly habits, found out about what determines our skills, put them in frameworks of expectations and disappointments. We escaped to ecosystems of skillsets within their freedoms and constraints of purpose and ethics, extended the scope to the intersections of art, design and cognition, demonstrated these skill-systems being webbed in global intercorrelations affected by all happy or disastrous developments in this unpredictable world.

We found out that there is not THE future nor THE Skill designed for it. There is a multiverse of organic or chaotic acting abilities, very often but not al-



Städel Museum reflection: back to the present. (Image: G.M. Szogs)

ways doing something well - contrary to what the initial definition suggests.

For such a turbulent journey some intellectual companions are helpful. The Book Fairs guest of honour Slovenia proclaimed a manifesto to foster higher level reading skills to counter the decay of cognitive abilities. They turned to Plato and to Socrates' virtues of taking time and helping each other to understand in order to train our brain essential for the well-being of our society.

We ourselves tried to live this attitude as a collective mind-lab.

Years ago together with the initiators Alexander Petsch, Winfried Sommer and Uwe Beck we highlighted outstanding work that *deeply anchored holistic skillsets* in corporates and in society with the Leonardo European Corporate Learning Award. „*Treasures Within*“ was the poetic title of the famous book by the UNESCO commission on education for the 21. Century under chairmanship of the late Jacques Delors, who was our first laureate. The four pillars of learning are core of the commissions recommendations: *Learning to know, learning to do, learning to work together, learning to be*. They are roots for the future generated from the past. Having been the last living „honourable citizen of Europe“ Jacques Delors was honoured by a state funeral. A signal of devotion and relevance.



Roots in the future? Sculpture in front of Frankfurt Jewish Museum. (Image: G.M. Szogs)

Leif Edvinsson, Professor (emeritus) is a key pioneering contributor to theory and practice of Intellectual Capital (IC). The world's First director of IC in 1991. The World's First Professor on IC at Lund University as well as Polytechnic University. Prototyping in 1996 the Skandia Future Center as Lab for Organisational design. In 1998, awarded by Brain Trust „Brain of the Year“ award, UK. Listed in *Who's Who in the world*. Cofounder and Founding Chairman of *The New Club of Paris*. In 2013 awarded the *Thought Leader Award* by European Commission, Intel and Peter Drucker Association. In 2015 appointed Advisory Board to JIN - the Japan Innovation Network. Appointed 2016 to the Advisory Board of Norway Open Innovation Lab. In 2017 Awarded the KM Award, in Geneva at UN, by www.km-a.net. Publishing numerous articles and books. Among others *World Class cooking for Reparadigming Societal Innovation* (Emerald 2021). In 2023 appointed among Top 50 leaders in TKM in Davos, <http://www.go-tkm.org> as a global initiative to address tacit knowledge development. In recent academical references accounted to have been referenced more than 30.000 times. For contact use: leifedvinsson@gmail.com or +4670592507

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His relevance in guiding for knowledge navigation unfortunately was almost suffocated.

Latest Leonardo laureates were Otto Scharmer, the late Hans Rosling with Ola and Anna and Kiron University for refugees.

Let's embrace the great inspirations we get from those past and present intellectual companions. Their essential insights are most relevant and accessible in a kind of „*second thought shop*“, important ingredients to spice present navigation of our multitude skill-dance fuelled by renewable intellectual energy.



 Your feedback to authors and editors dossier@gfwm.de



Cérémonie d'hommage européenne à Jacques Delors (Image: tv screenshot G.M. Szogs)

Astrid Szogs, PhD in innovation, helped to build the NGO STIPRO in Tanzania and taught „innovation and development“ at Kassel University. Currently excelling as Regionalmanagement Nordhessen's cluster manager mobility, she qualified the cluster as a German excellence cluster under the go-cluster program. Szogs also serves on the board of open ENLoCC and the ITEA Smart City Advisory Board, demonstrating her diverse expertise in academia, NGO work, and industry collaboration.

Günther M. Szogs participated in European community educational programs before he studied educational science. He worked in the financial industry as head of skill- and knowledge management. Günther was cofounder of a banks knowledge expert association, member of scientific advisory boards and a think tank for metropolitan IC development. He was Secretary of the Leonardo European Corporate Learning Award. As founding member of New Club of Paris he takes part in international co-creative activities.

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ABOUT THE KEY VISUAL

Keywords from article for AI prompt: intellectual capital, multitude, inspiration, future skills, societal learning – Illustrate these terms together by using a single object. **AI response** (queried 5 times): tablet, public buildings in a city, library, kaleidoscope, learning people. **Illustration** View from the Archaeological Museum with exhibition poster towards the Carmelite Monastery and the banking district in Frankfurt / Main. (Photo: G. M. Szogs)