



Skoll Centre
for Social
Entrepreneurship

Teaching Guide to Map the System 2019

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About this guide

Welcome to this **Teaching Guide to Map the System**. This Guide was primarily designed to support educators who are offering Map the System at their institutions. Those educators will have already received an “Educator’s Toolkit” at the start of the competition cycle which outlines the competition process, timeline, and logistics. That toolkit should be your resource for things such as ideas for promoting the competition to students and tips for sourcing local judges. This *Teaching Guide*, on the other hand, focuses on the content delivery pieces of the Map the System support role: how educators might support students in their learning journey. It is designed to provide suggestions and support for both academic and co-curricular programming your institution might offer to support students as they learn about system mapping. As such, even though this guide was specifically designed to support those educators taking part in the global competition hosted by the Skoll Centre for Social Entrepreneurship, it may also be useful for any educators interested in teaching systems-thinking or systems-mapping in an innovation context. If you represent a post-secondary institution that is not yet a Map the System partner, but you are interested in becoming one, you can find out more [here](#)¹.

This Guide is designed as a companion to the **Student Guide to Mapping a System**, co-authored by Daniela Papi-Thornton, Anna Johnson, and James Stauch of the Institute for Community Prosperity at Mount Royal University (MRU). While the *Student Guide* provides activities, tools, and resources to help students through the Map the System process, this *Teaching Guide* builds upon those ideas, providing guidance for how to turn those resources into a series of curated workshops.

This Guide is specifically designed around a series of five workshops which educators can deliver to promote and support Map the System in their institutions. It is assumed that those workshops would be co-curricular, delivered outside of the classroom. The end of the Guide includes information for those educators looking to integrate Map the System into a complete for-credit course, providing tips and ideas for how to expand the five workshops previously described into a for-credit course.

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About this approach

ABOUT MAP THE SYSTEM

Map the System is a global competition, hosted by the Skoll Centre for Social Entrepreneurship, offering participants the chance to present their understanding of a system related to their chosen local or global challenge, their understanding of existing solution efforts, and their identification of impact gaps or levers of change. Further details about Map the System are available on the [competition website](#)².

The competition was launched by the Skoll Centre with three goals in mind:

- Change the conversation in social entrepreneurship education to include a systems perspective.
- Support the student-led creation of educational resources which provide useful overviews of local and global challenges.
- Support a student learning journey which leads to better-informed future action, high-impact careers, and increased systems-thinking.

While we know deep learning about a challenge is important for effective social change, many social innovation education courses focus on teaching solution tools while skimming over challenge research. Many institutions offer some form of social impact business competition, and often more training and more selection bias is put on “selling” an idea that is “better” than those of “competitors,” rather than encouraging a deep understanding of a challenge, the system holding it in place, and the other actors working to solve the challenge, who might be collaborators rather than competitors.

Social change hackathons are another such example of solution-focused events. Hackathons, or “hack marathons” were originally hosted within organisations where teams would set aside their other work and give a focused sprint at solving a problem, such as creating a new innovation or understanding/rebuilding a new technology. These were people who were already deeply connected to the challenge and who were given a focused opportunity to work on a solution. Later, hackathons became public events where technically skilled “hackers” were given the chance to work together



“More and more commercial start-up enterprises we see emerge from students have a social or environmental goal. But most challenges tend to reward their solution. There are not many incentives to sit with the problem.” – James Stauch, Mount Royal University

on projects, like turning a large data set into useful products. These were technical experts asked to use their expertise on a well-defined problem. Nowadays, there are hackathons for a range of social or environmental crises which invite people to spend a few hours or days working to “solve” a local or global challenge. Some hackathons produce tremendously useful results, typically when well curated or designed, to solve a technically, rather than socially, complex challenge. However, many others fall short of their stated goals, especially in the case of complex challenges.

When those who know little about a complex social or environmental challenge are asked to propose solutions, they often barely scratch the surface of the issue. When they are rewarded for their ideas, such as by winning a social business plan competition or hackathon, they then often spend future time and energy trying to make their “winning” solution work, rather than trying to further understand the challenge. In other words, some of these efforts are “marrying” students to the idea of starting a new venture or launching a new product, rather than marrying them to the idea of understanding and then solving a challenge, whether or not their original solution was good. If you are married to a problem, rather than “your” solution, confirmation bias may decrease, giving future changemakers more leeway to quickly drop ineffective solution ideas in service of their commitment to social or environmental impact.

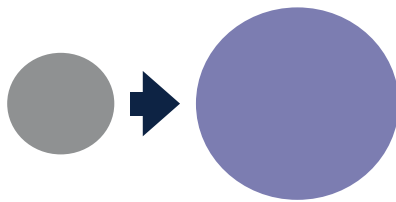
This mindset shift, from solution to challenge focus, was one motivation for launching Map the System. We wanted to help create the incentives and tools to help students more deeply understand local and global challenges, and reward them for doing so. While it might seem that the collaborative and systems-building nature of Map the System wouldn’t lead towards a competitive mindset, the motivation for making it a “competition” of sorts was to keep it high on the student radar, and to have it metaphorically “compete” with the other business plan and solution-focused challenges already on the student radar.

Five years later, Map the System has proven valuable to students and educators, engaging thousands of students at nearly three dozen universities around the world. The Student Guide to Mapping A System was designed to provide further tools and resources for students in this regard, and this Teaching Guide is a chance to support those educators who want to further embed systems change practice into their work. Our hope is that these guides will contribute to the ongoing shift in social innovation education towards a systems perspective.

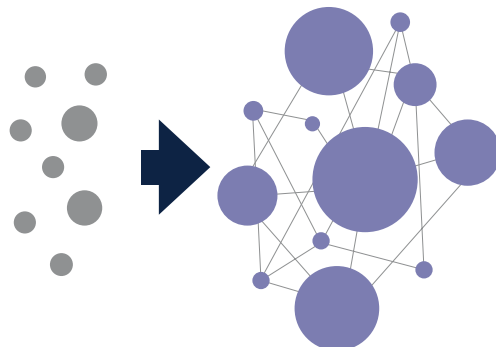
A SYSTEMS-LED LEADERSHIP APPROACH

While the thinking behind “systems-led leadership” is described in the **Student’s Guide**, we provide a bit more detail here, as this framing may be useful in your work with students.

One could describe the difference between Map the System and a social business plan competition as the difference between organisational growth education and systems change education. Many social entrepreneurship courses are designed to simply teach social enterprise start-up skills and, like traditional entrepreneurship education, are focused on the skills needed to start and grow an organisation. One might illustrate that in this way:

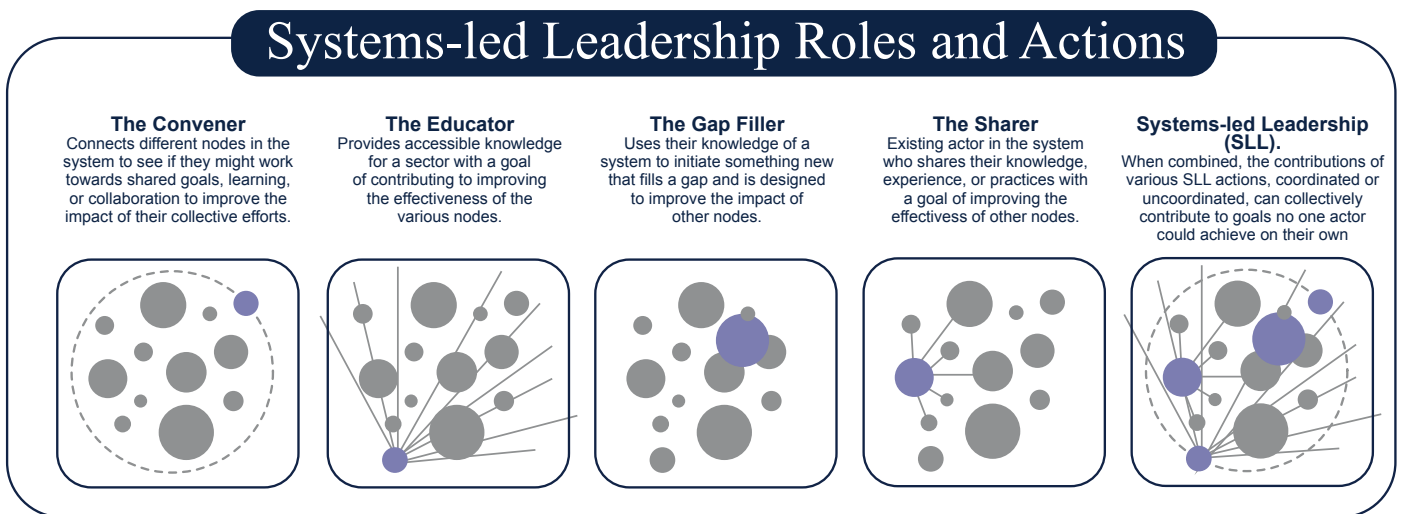


The idea is to start a new venture and grow it, ideally “scaling to the size of the problem.” Unfortunately, in complex social and ecological challenges, like ones related to economic poverty, racism or other -isms and biases, mental health, etc “scaling to the size of the problem” is impossible for any one organisation. This is partially because the problems are so big, but also because these problems have no concrete bounds: for example poor educational outcomes in an education system might be related to curriculum design and implementation, but might also be related to cultural biases around who should or shouldn’t be educated or educating, violence outside the school due to conflicts inside or outside students’ homes, lack of job options for graduates or other motivating factors, etc. Any one organisation is not going to be able to focus on addressing all of the interrelated issues resulting in poor educational outcomes, and of course couldn’t scale to the size of all of these problems. As such, systems change must look different than organisational scale, as there must be more actors involved to create large-scale change. One could illustrate systems change as below - a range of disparate organisations or individuals, some working together and some not, working to change a system:



If we teach social change simply as those skills needed to grow an organisation, such as in the first image, we might be successful at building more social enterprises, but that won't necessarily result in more social change. There are other skills, from working across sectors and partnering with government, to leading without authority, and understanding systems dynamics which are needed to contribute the "systems-led" leadership skills required for actively contributing to systems change. While social enterprise start-up curricula and resources are plentiful, the education material related to these other systems change skills are more vastly distributed but more difficult to find. While they are certainly not all-inclusive, the **Student's Guide** and this **Teaching Guide** companion were designed to signpost some systems-led skills and concepts which are often overlooked in traditional social entrepreneurship education.

Teaching with a systems-led leadership lens means we are not just teaching to a handful of potential future social enterprise start-up founders, nor are we simply teaching to those with deep and long-term commitments to specific change initiatives, such as those who might engage in collective-impact work. We are teaching to ALL students, reminding them that no matter what role they find themselves in, they have the opportunity to contribute to shifting unjust or unsatisfactory systems. Some of the possible roles for contributing to systems change include:



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By expanding the roles highlighted to students beyond the role of social enterprise founder, students are often able to see their own skills as possible contributions to future systems change. To do an even better job at highlighting the difference between a systems-led approach to social change and an organisational lens, we need even more case studies highlighting the different approaches.

A useful resource for cases and for comparing the difference between organisational scale and systems change is this report by the Schwab Foundation and the Bertha Centre for Social Innovation & Entrepreneurship at the University of Cape Town: [Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change](#)³. While the report itself includes a number of short case studies, these [cases are each available in long format](#)⁴ along with teaching notes for use in the classroom (click on the infographic to download each case).⁵

The educator role

Educators and academic support team members have a range of roles to play in regards to Map the System:

- Promoting Map the System across your institution.
- Supporting students to form teams and register.
- Supporting students as they work to hone their research skills and develop their Map the System submissions, and mentoring students as they explore how the new insights they gain might impact their own personal roles in systems leadership.
- Reviewing your institution's Map the System submissions and selecting a winner/winning team to travel to the Canadian or Global Final.
- Supporting the winner as they refine their submissions and move on to the next round of the competition.

In a [review of Map the System across Canada⁶](#), conducted on behalf of the McConnell Foundation, we found that the participants whose submissions excelled were those whose institutions had a dedicated person(s) who filled all of these roles, and who provided deep support or full courses for participants as they prepared their submissions. In other words, while you do not need to feel pressure to fulfill all of these roles, the more human resources you can put behind supporting student submissions for Map the System, the more likely your students are to excel in the process. While human resources can be scarce, something to keep in mind is that some institutions have used past Map the System entrants as part of their mentoring and judging panels. If this is not your first year joining the competition, you might consider doing the same.

As noted at the start of this Guide, a toolkit for the more logistics-related pieces of the Map the System support role should already have been provided to you by the Skoll Centre team, and this Guide focuses on ways to teach about systems and systems mapping. The next section provides ideas for a five-part workshop series to support the student journey through Map the System.

Workshop series ideas

While there are certainly many ways to support students through the Map the System process, these workshop ideas might be a useful starting point as you design the offerings at your institution.

The five workshop ideas include:

1. Introducing Map the System
2. Forming teams and selecting a challenge
3. Introduction to the Impact Gaps Canvas
4. Introduction to the 5Rs model
5. A workshop on “What’s next?”

These are followed by ideas for other opportunities for student support, including graphic design support and student 1:1s. At the end of this Guide you will find an entire additional section dedicated to those looking to offer for-credit courses related to systems understanding.

1. INTRODUCING MAP THE SYSTEM

It’s likely that the first workshop you would offer would be an informational session about Map the System. The toolkit provided by the Skoll Centre team provides additional details regarding promoting Map the System, such as key deadlines. It also includes a sample PowerPoint deck which you can tailor for the specific needs of your students.

Here are some of the key messages you might want to include in such a session:

- **Background of Map the System**
 - Map the System is a chance to present your understanding of a system, rather than your “solution” to a problem. You may choose to include some of the information previously described, about systems-led leadership or the distinction between Map the System and other student competitions.
- **Goal of the competition & key audience:**
 - This contest is not about coming up with “solutions” to a local or global challenge, but rather understanding it, and being able to explain the challenge, including what solution efforts are already being tried, and opportunities for increased impact.

- Students do not need to be experts in their chosen challenge or in systems understanding. While deep knowledge about a topic or access to networks of people working in the chosen field will accelerate a team's learning curve, students should not be dissuaded from pursuing research on a topic that has always interested them, but which they have not yet had a chance to explore.
- If they want to pursue high-impact careers, Map the System is a great opportunity. It offers the chance to gain valuable experience such as systems thinking skills and deeper issue-area expertise. Students should also have a chance to learn about the range of organisations and actors working on their chosen challenge, so it's a useful opportunity to learn about areas for potential future internships, jobs, or research projects.
- This contest is not designed for students studying any specific discipline. In fact, often the best teams are multi-disciplinary, with students bringing issue expertise, research skills, design experience, presentation strengths, and a range of other skills. There is a useful section on team formation in the ***Student Guide starting on page 31*** which you could also reference.
- The students who will likely find this competition the most difficult are those who are already deep into a social venture design process. If a venture start-up team is already working towards venture design deliverables and does not have the time to pause work on "their" idea in order to understand their chosen system, then this competition is not for them. They would be better suited to a traditional business plan competition. That said, if they are committed to starting a venture, but are willing to pause the venture design process and potentially pivot their model, they might find Map the System very rewarding, as it should help them uncover potential partners and learning opportunities.
- **Key registration and submission dates**
 - It's important that students understand that they must register their team/topic by the registration deadline. You can find the key dates of the competition [here](#)⁷. Unfortunately, a team cannot decide to join the competition after the registration deadline.

- Let them know that the registration process is not an arduous one. It is simply a way to signal to both your local institution and to the Skoll Centre team in Oxford that you intend to participate.
- Encourage teams to register and start working on their submission early. The registration deadline exists to remind student teams that this work will likely take AT LEAST two months to complete, but if teams start earlier, they have a better chance of learning more about their chosen challenge and creating an outstanding submission.
- Let students know that the registration only needs to be completed by one team member. That person will from then be registered as the “Team Leader.” The information they submit in their registration form is not set in stone - they can tweak their chosen challenge topic or add/change team members when they upload their submissions (as long as the Team Leader stays the same).
- **Submission Guidelines**
 - Show students the [Submission Guidelines](#)⁸ page of the website which explains the different parts of the submission: visual map, written summary, and bibliography; and remind students that they need to submit all three parts by the Final Submission deadline, in order for their submission to be considered.
 - If you are planning to hold a local selection event, let students know about this in advance and explain that they may be required to prepare an additional presentation if their submission is shortlisted by your local judging panel.
 - Remind students that they can find videos of the presentations from last year’s Global Final, along with the finalists’ visual maps and written submissions on [this page](#)⁹ of the website. It is worth explaining to students that, in the first years of the competition, the presentations and written submissions were evaluated as one unit, with bias towards the presentation. Now the submissions are graded as two separate pieces, hence they might find that some of the written submissions from prior finalists are weaker than would be expected for future finalists.

- Remind students that the [Evaluation Criteria Scorecard¹⁰](#) is available online and that they should review it if they are planning to participate, as it provides detailed guidelines as to what makes an exceptional submission.
- You may want to provide some recommendations for how to pick a topic/form a team. Ideas are detailed in the ***Student Guide on pages 32***. If you are hosting a workshop to help student groups form teams and select topics, you can also let them know about this support and upcoming dates.
- **Entry requirements**
 - The Map the System eligibility criteria state that at least one member of the team must be a current student or recent graduate (within 12 months of graduating) of your institution. This means that non-students may join a team, as long as there is at least one current student/recent graduate on the team. In addition to this, you may wish to add your own eligibility criteria for your institution - e.g. by restricting entries to students taking a particular class, or who are enrolled on a particular programme. Some institutions choose to narrow the submission criteria simply due to their bandwidth for promotion and winner selection.
 - “Teams” can actually be individuals, or groups of up to 5 team members.
- **Student support**
 - Let students know that there is a very comprehensive ***Student Guide*** that walks all entrants through the learning they might need for Map the System. Let them know that the guide is LONG, but that that should not dissuade them from entering. The guide was created to support student learning far beyond the Map the System process, and so participants can pick and choose the sections which are most useful for their research.
 - The Skoll Centre team will be hosting information webinars for all Map the System participants. The dates and times of these will be shared with you by the Skoll Centre team.
 - Explain what support you and your team are able to provide locally to your students. This might include 1:1 support for individuals or teams to review their submission material and/or help them narrow their topic. This might also include

any, all, or additional workshops to those outlined in the following sections.

- If you have other educational offerings or competitions at your institution, you might want to explain how Map the System fits into those. For example, are there courses or co-curricular activities you think students might want to participate in as preparation for Map the System? Perhaps you can relate Map the System to other institutional offerings by explaining that the Map the System process will help students more deeply understand a challenge. It might help them come up with better ideas for the more solution-focused competitions, such as local social business plan competitions or accelerator programs.
- **Next steps**
 - Remind students of the URL, the registration deadline, and any upcoming events at your local institution.
 - Ask students to register their workshop attendance. If you collect the names of participants who signed up for or attended these promotional events, you will have a starting base from which to promote future workshops, even before students begin to register for the competition.

2. FORMING TEAMS & SELECTING A CHALLENGE

For some students, forming a team or selecting a research topic is the hardest part of the Map the System process. This can be facilitated to expedite the process.

One possible way to facilitate a “Team and Topics Workshop” is to host a ~1.5 hour networking session. Facilitation ideas include:

- Inviting all registered students to upload ONE slide to a submission link where the slide must prominently display their first/last name. They can then use the rest of their slide to highlight either their topic of interest around which they would like to form a team, or their skills/broad interest areas for those looking to join a team. You could arrange the slides in alphabetical order and invite students to stand up and give an overview (maximum of 60 seconds) of their topic of interest or skills/interests for contribution to a team. Have a bell or loud timer ready to ensure the session moves quickly.

- You might also decide to invite any local non-profits, local government leaders, or other social impact or environmental leaders to join the event. They could present topic areas they would like to see researched and perhaps even offer to support and mentor teams if they choose to pursue those topics.
- You might facilitate a series of short 1:1 conversations and small group discussions so that students get a chance to speak with a number of people with whom they have yet to speak. One activity, where students get to speak with four people in the room about a path to understanding their chosen challenge [is described in this blog post¹¹](#).
- At Oxford, the Skoll Centre team uses this match-making activity with students. At the beginning of the Map the System information session, students are each given a large post-it note and asked to think about and write down the topic they are interested in researching and their email address. Large pieces of flip-chart paper are located around the room, each containing a broad topic header, such as Health, Education, Economic Poverty & Livelihoods, Environmental Sustainability, etc. Five minutes before the end of the session, students are asked to stick their post-it onto the relevant sheet and take a look at each other's notes. At the end, the Skoll Centre team collects these sheets and types this up into a Google Sheet which is shared with all attendees. From there, students can connect with each other to form teams, plus it gives the organisers an idea of what topics students are planning to research.
- You might want to start or end the session with a repeat of some of the key information from the first workshop, such as deadlines, submissions guidelines, reminders to look at past entries online as well as the evaluation criteria, etc.

No matter which activities you do for the workshop, you might want to consider these three additions:

- Following up the event with networking drinks or another informal chance for people to continue their conversations.
- Creating an online forum through which people could continue to build teams, such as the activity conducted by the Skoll Centre team or simply sharing a blank Google Doc where students can add their name, topic of interest or skills, and contact details.

- Sharing links with students for resources from which they can launch their research.
 - There are many resource ideas detailed in the ***Student Guide on pages 37-38*** such as the Ashoka Fellows database, SIMA Classroom, Solutions U, etc.

Finally, as part of this workshop, or at the conclusion of an Impact Gaps Canvas or 5Rs workshop, you may choose to include a short training on interview best practices. While some students will not conduct any interviews, in most cases, students will hopefully be able to interview someone working in their chosen field - perhaps a philanthropist supporting work on the issue, a government official, or a non-profit employee, for example. Providing tips for best interviewing practice might be a valuable offering, and many ideas are detailed in the ***Student Guide on pages 39-41***. If you often share personal contacts with students, such as colleagues and friends working in related fields, you will want to make a strong case for why and how students should respect these contacts and represent you and your institution well in their interactions. Some educators have gone over guidelines such as this [“interview pledge”](#)¹² before sharing contacts with students.

We have included an “Ethical Considerations” section at the end of this Guide. If your institution requires students to seek ethical approval before conducting interviews, you may find the information in that section useful as you navigate that process. There is also advice in the ***Student Guide on page 28*** regarding ethical principles that students should consider before conducting interviews.

3. INTRODUCTION TO THE IMPACT GAPS CANVAS

As noted, Map the System was originally designed around the Impact Gaps Canvas, a tool released as part of the Tackling Heropreneurship report. Since then, the Canvas has been improved, and a detailed overview of what it is and how to use it is provided in the ***Student Guide starting on page 42***. The Canvas is a tool designed to help users better understand their chosen challenge, the landscape of existing solution efforts, and possible impact gaps. It is not a systems mapping tool, when used for simple information gathering, as it does not explicitly invite users to map relationships or complex linkages. We have realised, in order to produce an excellent Map the System submission, participants need more than the Canvas alone, and so we have included the addition of the 5Rs tool in this Guide. That said, the Canvas is still useful as an initial tool to help students better understand their chosen challenge.

A workshop on the Impact Gaps Canvas is generally a great way to launch into the Map the System research as it helps students surface questions about their chosen challenge. Activities surrounding the Canvas can be run as a stand-alone 60-90 minute session or for a short 30 minute introduction. If you don't have time for many workshops, you might consider running a joint workshop where you introduce both the Impact Gaps Canvas and the 5Rs model (described in the next section) in 60-180 minutes, depending on time availability.

For a stand-alone Impact Gaps Canvas workshop, we recommend a minimum of 60 minutes, as we have found that shorter options have tended towards explanatory rather than interactive. If you are running this workshop for people who have already signed up for Map the System, then hopefully they come into the workshop having already defined the challenge they wish to explore. As a pre-workshop assignment, we suggest you encourage student groups to read through the "Identifying a Challenge" section of the ***Student Guide starting on pages 23*** and plan to come to the workshop either with a well thought-out challenge, or at least an idea for one they would like to work with on the day. This will expedite the workshop, as the act of picking a challenge can be an arduous and time-consuming task.

When using the Canvas for a short workshop, the goal is not that the students will "complete" the Canvas or answer the Canvas questions during the workshop time. Instead, the goal is to use the workshop and the Canvas guidelines as a means of generating questions, which the group can then use to guide their research in the future. It is important to explain that distinction to students in advance, so they don't think they need to come prepared to answer research questions during the session, but instead, to generate them. In a short workshop, your goal could be that after some hands-on experience using the Canvas, participants walk away understanding how it might be useful in their work going forward, and they have generated a list of questions from which to launch their research.

Some educators have asked for examples of "completed" Impact Gaps Canvases. In fact, the examples of [past Map the System presentations](#)¹³ are such examples. In other words, while some people fill out some answers on the Canvas itself, it was not our intention that the Canvas would house all the information students research. They can use PowerPoint, Google Slides, Prezi, an infographic, or some other means of illustrating what they learn, while the Canvas helps them generate the questions and the guiding frame to get there. If given one hour to introduce the Canvas, we suggest you frame the session in this way:

One-hour Impact Gaps Canvas workshop

±10 minutes	Context	Introduce the background behind the Canvas – Tackling Heropreneurship concepts, systems-led leadership examples, and how system understanding was a basis of different successful interventions.
±5 minutes	Canvas Overview	A high-level introduction to the Canvas.
±5 minutes	Introducing Challenge Mapping	Introduce the left side of the Canvas and invite participants to consider the facts and questions they have about the challenge. <i>Note: Remind students that “facts” have data to support them, so if they have “assumptions” about the challenge rather than concrete facts, then they need to turn those assumptions into questions.</i>
± 10 minutes	Challenge Mapping & Reflection	Workshop time for individuals or groups to brainstorm the questions they would need to know the answer to if they were omniscient about the challenge, followed by a few minutes of group sharing and feedback on areas they could have explored further.
±5 minutes	Introducing Solutions Mapping	Introduce the right side of the Canvas and invite participants to consider the solution efforts and resources they already know about, as well as the questions they have about the landscape of current solution efforts.
± 10 minutes	Solutions Mapping & Reflection	Individual/group brainstorming about questions relating to the solutions landscape and a short group reflection/feedback.
±5 minutes	Introducing the Impact Gaps	Introduce the concept of impact gaps, followed by a short discussion about broad types of impact gaps. <i>Note: In the past, we had people brainstorm during this section as well, but then we quickly learned that jumping into this part of the Canvas without first learning new things about the challenge and solutions landscape is antithetical to the intention of the Canvas. It’s better to point people in the right direction to pursue the gap analysis once they’ve had time to do their research outside of the workshop.</i>
± 10 minutes	Final Q&A and Wrap-up	Group reflection discussion, Q&A, and general Map the System tips or reminders about next steps. You might also want to remind students that by answering these questions, they will have gathered data about the challenge and solution efforts, but will not yet have “mapped” the system. Let them know about the 5Rs model, detailed in their Student Guide starting on pages 48 and how that tool might be a useful next step.

Note that in this proposed one-hour session, less than half of the time, only about 20-25 minutes, is free time for participants to workshop their challenge questions, which may not be enough time for your group. With groups that need more workshop time, you might prefer to offer the session as 1.5 hours, adding additional time to the challenge and solutions mapping sections.

A more detailed explanation of what we mean when we ask students to “generate questions they would need to know the answer to if they were omniscient about the topic,” as well as examples of these types of questions, are included in the ***Student Guide pages 43-44***.

4. INTRODUCTION TO THE 5RS MODEL

The 5Rs model is a simple tool to help tell the story of a system. It is one systems mapping tool, though there are many options to choose from. It is not compulsory that Map the System participants use the 5Rs model as their system mapping tool, so if you have a different tool of choice, please feel free to use that. We choose 5Rs as an example here as it’s a simple tool to use and there is a [publicly available technical note](#)¹⁴ from USAID that explains how to use the model. As long as your systems mapping training includes explanations about mapping relationships and introduces feedback loops, students should be on the right path.

If you are planning to run a workshop on the 5Rs, we recommend you read through the description in the ***Student Guide starting on page 48*** as well as view the USAID guide linked previously. The first few sections of the USAID guide (pages 3-8) are most relevant to the system mapping process, as the later part of the technical note is about using this information in programme design, which is outside of the scope of Map the System. As with the Impact Gaps Canvas workshop, this workshop can be as short or as long as you need it to be, though shorter than 45 minutes will be more explanatory than interactive. For this workshop, it’s best if whole teams can join together, or at least two people per group, so the mapping experience can be more interactive.¹⁵

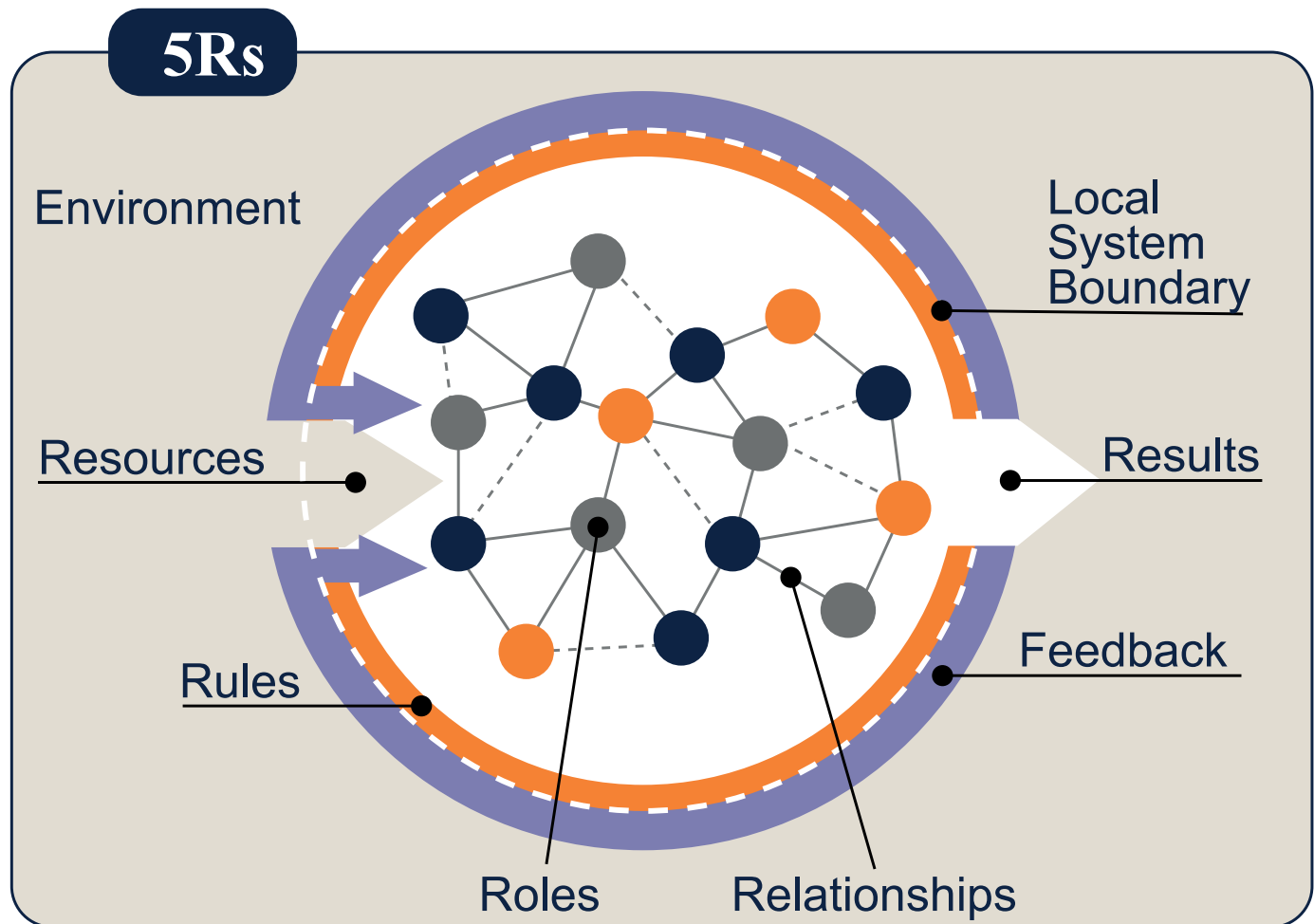
You will want to start by presenting a high-level overview of the 5Rs model and then give each student team a large sheet of flip chart paper and some marker pens. As outlined in the ***Student Guide on page 48***, the ideal order for completing a 5Rs activity is:

- Title
- Results
- Then Resources, Rules, Roles, and Relationships
- Introducing Feedback Loops

To expedite your process, as with the Impact Gaps Canvas workshop, ask teams to join the session having already read the 5Rs section of the ***Student Guide*** and prepare to share the “title” of the system they are

going to map, as it relates to the chosen challenge. (If they are not yet sure about their chosen challenge, they should come prepared with an idea to try out during the workshop. Or, if more than one of their team members are joining, they could split up and begin to map two different systems as a means of helping to decide which one they might want to explore further).

Like with the Impact Gaps Canvas workshop, we suggest breaking the time up into sections, giving the students 5-10 minutes to map out the Results to start, and then an equal amount of time for each of the other four Rs (though the order you do those does not matter, as long as “Roles” comes before “Relationships”). In many cases, if you are running this workshop early on in the research process or the teams are mostly made up of members who do not know the system, the students might not be able to create a system map, as they don’t know yet know enough. If this is the case, students can use the time to generate questions. For example, if they are looking at student loan debt, they might ask questions like this:



Adapted from USAID. *Technical Note: The 5RS Framework in the Program Cycle* (Program Cycle Operational Policy ADS 201). USAID Bureau for Policy, Planning and Learning. Washington, DC: 2016.

- Results
 - What are the current loan interest rates?
 - What are the current loan repayment rates?
 - What is the current average loan volume for a degree programme?
 - Are students who take out loans to pay for university more or less likely to graduate than those who don't?
 - What demographics of students are getting these loans and who is usually being rejected? Etc.
- Resources
 - They might list out the resources they know are going into the system, such as students, financing for the banks and other institutions that give out the loans, etc., and then start to ask questions clarifying those ideas (such as, "How many university students are there in XYZ location each year and how is that number expected to change in the future) or broad questions about other resources (such as a broad question like "What other resources are going into this system?")
- Rules
 - Who sets the rules as to how loans are offered?
 - Are there government policies which oversee the companies offering loans or setting standards regarding loans?
 - How do students find out about loans?
 - Are there cultural stigmas associated with student loans? Etc.
- Roles
 - Once again, they might want to start by listing the roles they know, such as loan seekers, government loan agents, university loan agents, bank and external loan agents, regulatory bodies, credit rating organisations, etc., and then start to ask clarifying questions about those roles (such as "What is the difference between the loan agents working directly in a university and those from the government?") or questions about other roles (such as a broad question like "What other roles are happening in this system?")

- Relationships
 - Adding relationships is what starts to turn a “list” into a “map” as it asks students to consider how the pieces of the map are linked. Ask students to draw lines linking how the roles connect, and then generate questions about the existence or nature of the relationships, such as “Are there any relationships between university and government lenders? If so, what is the nature and quality of those relationships?”

- Feedback Loops
 - As some students might not yet understand feedback loops, you can add some basic feedback loops examples in your workshop. Ideas and resources relating to feedback loops are listed in the ***Student Guide on page 53.***

As with the Impact Gaps Canvas workshop, between each section of the workshop, you might want to ask student groups to present back their questions, and then give others in the room the chance to add other questions they might have about the chosen system. Sometimes the questions suggested by the educator or other student teams are the most insightful ones, revealing the assumptions or biases of the team’s original line of questioning and helping them expand their thinking into new areas.

You might find in this workshop that some teams need extra support, so you will want to walk around the room and help students generate more questions if they find themselves stuck.

As you conclude this workshop, it might be useful to point students towards the Levers of Change section in the ***Student Guide on pages 69***, especially the [leverage points article](#) by Donella Meadows.¹⁶ You may want to highlight for them that, once they have mapped out their system, in a 5Rs model or otherwise, they can consider the leverage points in the system which might lead to different results. As the Donella Meadows piece highlights, not all leverage points are created equal, with some being “deeper” with more potential to leverage change than others. Some might be more immediately practical while others might take generations of work to achieve. There is never just “one” possible leverage point - one way to change a system. An important next step for student learning in the Map the System process is identifying a range of possible leverage points, and considering how one might work towards making that shift. While explaining this concept might be valuable in a workshop, digging into the topic further requires teams to do further research, and is less conducive to a group workshop setting. Support for this work might fit better in 1:1 sessions with students.

5. A WORKSHOP ON “WHAT’S NEXT?”

We recommend you offer a workshop called “What’s next?” or “Taking your research into action.” Ideally this should take place *after* students have completed their research and submitted their maps, written summaries, and bibliographies, but *before* announcing your institution’s Map the System winner. This workshop is a time to remind the students that “winning” is not reserved for those who are selected by the judges. You “win” in this process by learning, and then finding a way to channel that learning into your future actions.

The “What’s Next” section at the end of the ***Student Guide starting on page 89*** provides questions students may want to consider. We suggest reading through that section and then running a short workshop which allows students to reflect on both their team’s next steps and their personal next steps.

Here is a suggested workshop outline:

- Congratulate students on what they have accomplished to date and how much they have learned. Remind them that this workshop is designed to help them think about what they might want to do with their new learning, both as a team and personally.
- Offer an activity that allows for reflection on what they have learned through the Map the System process. This could be any number of activities such as:
 - A silent writing exercise where they are not allowed to put down their pen for 5 minutes - they just need to keep writing.
 - A series of short 1:1 questions with a number of different people where you ask each pair to discuss questions such as:
 - » What do you know now, about your chosen challenge, that you didn’t know when you started this process?
 - » What do you know now, about systems and systems mapping, that you didn’t know when you started this process?
 - » What do you know now, about yourself (such as how you like to work/think, what makes you stressed, what gets you excited, etc), that you didn’t know when you started this process?

- » What shocked you, or challenged your assumptions, about the challenge?
- » What are you still excited to learn more about?
- A small group discussion, either in their teams or in mixed groups, answering similar questions.
- In teams, ask students to reflect on what they want to do with their learning. A detailed outline of ideas (such as sharing their reports with those who helped them in this process, doing a talk about their work locally or in a student conference, writing an online blog and sharing it with content specific groups on social media, etc) are included in the ***Student Guide from page 89***. You might want to provide those as suggestions at the start of their brainstorm, or offer them up later after they have started their brainstorm as a means of furthering their thinking.
- As individuals, ask students to self-reflect on what they want to do with their learning or what steps might be next for them if they want to move into a high-impact career. Ideas for reflections are detailed in the “What’s Next for You?” section of the ***Student Guide page 92***.
 - You might invite students to fill out a reflection card, like this one, or journal about their next steps.
- If you have extended time, you may choose to invite students to conduct a feedback session for each other as part of the workshop, though we suggest that might need more space than such a workshop can offer. As such, instead we suggest you use the opportunity to encourage students to self-facilitate a feedback session in their group, if they have not yet done so. Remind them that detailed ideas for how to facilitate such a session are included in the ***Student Guide pages 90-91***.

OTHER OPPORTUNITIES FOR STUDENT SUPPORT

Depending on your human resource availability and timeline, you may choose to offer additional student support outside of a workshop series. Some institutions choose to provide 1:1 support for students entering Map the System and/or design support, and below are some ideas for those offerings.

Design support

The **Student Guide starting on page 82** provides tips regarding the visual components of the Map the System deliverables, including a comparison of different software tools. It would be valuable to remind students of these resources as they move into the graphic design phase of their mapping process.

Some universities have graphic design programs, or have partnerships with nearby institutions offering training on such skills. Cross-pollinating students from design courses with Map the System participants, in order to bring the design students onto the team or just in a workshop-style interaction, might help students expand their visual design thinking.

In the past, some institutions have hired design consultants, professors, or local agencies to run a workshop with students, or provide 1:1 design support with finalist teams. This is not necessary, but if such a resource is available to you, you may consider linking students with design experts to expand their skills.

1:1s or small group feedback

As noted previously, based on a very preliminary study during the first years of Map the System, we found that teams who received 1:1 support at their home institution fared better in the contest. If your institution receives a large number of Map the System entrants, then offering 1:1 sessions with all entrants may not be possible. In this case, an option would be to only provide 1:1 support to your top 5-10 shortlisted teams, or even just to your institutions' winning team/individual before they progress to the Canadian or Global Final.

Reflection card

<p>LEARNINGS: What have you learned through this process? About the challenge, about system mapping, or about yourself?</p>	<p>ACTIONS: What action(s) will you take as a result of this process?</p>
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This support might come in the form of drop-in “office hours” with mentors, speaking coaches, or educators. Alternatively, you might offer your teams the opportunity to sign up for one or more one-hour sessions with you and/or other members of your organisation. You might provide feedback on their written report drafts, give them tips on whom to meet to learn more about their chosen topic or how to further their research, and/or allow them to practice their presentations in order to provide them with advice on public speaking or presentation skills.

Rather than 1:1s, James Stauch, and the team at Mount Royal University offered small group sessions with each student group. They gathered a group of advisers, including educators and team members from the Institute for Community Prosperity, and other supporters, and met with each student team to ask them “How can we help you on your learning journey?” The hope was that, as a collective network, someone might have a useful resource or contact for the students related to their specific area of interest. Additionally, it was a sign of solidarity, reminding the students that the goal isn’t “winning the competition” but the learning journey itself, hopefully resulting in students being able to find their own path to contributing to social impact. For the past two years, MRU’s team has been a winner in the Canadian final and a winner or top finalist in the Global Final, so their approach seems to also be useful in helping students produce high-quality systems maps!

Other options for providing small-group feedback to students include:

- Using the Wise Crowds approach to providing group feedback, [as described here](#)¹⁷.
- Inviting a diverse crowd to feedback on early versions of student presentations (such as a social innovation professor, a systems expert, a public speaking coach, a funder or non-profit director, a designer, etc)

For-credit courses

Some institutions may choose to offer for-credit courses wrapped around Map the System, or include Map the System deliverables as part of an existing course. At Saïd Business School, University of Oxford, systems leadership is embedded into the core curricula of the MBA and EMBA programmes through the Global Opportunities and Threats: Oxford (GOTO) course. Exploring one social or environmental “grand challenge” each year, GOTO embeds Map the System-inspired group projects into an action-oriented learning experience.

Daniela Papi-Thornton has taught classes at both Watson Institute and Yale School of Management¹⁸, where she incorporated the Map the System deliverables into the course as the students’ final project submission. At Watson, the final project was an individual assignment, as each student had their own area of focus, while at Yale SOM, students were invited to work in groups. In both of these cases the courses were offered in the Fall term, so after grading all of the submissions as part of the course requirements, the top performing students/student teams were given the chance to enter Map the System and continue to work on their submissions into the next term.

In the cases of both of those institutions, entry was limited to those students registered for that specific course, rather than open to all students at the institution. If there are many competing student competitions, or if you do not have the administrative bandwidth to offer the contest across your institution, you may consider a similar approach. Note that the Map the System rules require that each institution have a minimum of three teams register for the competition before picking a winner. (This is to ensure the institution doesn’t hand-select a team to travel to Oxford without creating a chance for other students to vie for the opportunity.) As such, if you are shortlisting student teams from a course earlier in the year, we recommend you shortlist at least 6 teams, as it is likely that some teams will drop out between the course and the Map the System submission deadline.

COURSE TOPICS

In some cases, educators may already be teaching systems thinking, problem understanding, and/or systems mapping in their courses. In those cases, incorporating Map the System content and deliverables might be an easy and natural fit. In other cases, you might be designing a new

course from scratch around these topics, and in that case, the **Student Guide** might be a useful starting point from which to frame your course.

Our area of interest is specifically focused on systems change in a social innovation context. In other words, how do we bring systems thinking into programs focused on social entrepreneurship, social innovation, or other programs generally focused on action, as we believe these skills are often overlooked? As such, these suggestions are more focused on integrating these topics into social entrepreneurship or business-focused courses, though you could just as easily run this program in a school for the environment, a social justice program, or any number of other areas.

When considering systems change in the social innovation context, some topics you might want to cover in your course could include:

- **Intro to Systems change in an innovation context:** You might want to start your course by introducing why one might want to think about “systems change” in an innovation context, the difference between organisational growth and systems change described previously and examples of how funders and social justice organisations are shifting their practices to try to adapt to a systems change lens.
- **Complexity:** We often find that some students think “systems modeling,” like the water usage modeling done in J. Stephen Lansing’s *Priests and Programmers*¹⁹, is what systems mapping is all about. In some courses, we have waited too long to address the distinction between using systems modeling for problems which can be “solved,” and systems mapping as a means of understanding leverage points for complex social or ecological problems (like poverty issues) for which there will never be one “solution.” As such, we recommend bringing things like the [Cynefin Framework](#)²⁰ into the discussion early on in the course. Alternately, you might consider the [Stacey Matrix](#)²¹ introduced in the **Student Guide page 24**.
- **Case studies:** Students will likely want to learn about case studies or examples of what a systems-led approach to social change might look like.
 - You might consider using the Schwab Foundation/Bertha Centre report, [Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change](#)²². The report includes some case studies, but [full version case studies](#)²³ as well as teaching notes for each case are also available.

- Alternately, you might consider the Rockefeller report - [Scaling Solutions toward Shifting Systems](#)²⁴ - which has more of a focus on philanthropic organisations' approaches to systems change.
- We also really like the [Strategy for Systems](#)²⁵ change report by The Finance Innovation Lab as an example of an organisation that started out with a systems-change "strategy" (as opposed to the organisation-based strategies of most of the Beyond Organisational Scale examples, whose leadership later shifted to a systems change mindset).
- **Systems 101:** There are many links and tips in the *Student Guide* regarding systems 101 topics, including sections on "What is a system?" (pages 16-17) and "What is systems thinking?" (pages 18-19).
 - Donella Meadows book, [Thinking in Systems](#)²⁶, or [Systems Thinking for Social Change](#)²⁷, by David Peter Stroh would be useful starting points for possible readings.
- **Feedback Loops:** This can be a difficult topic to teach, as you might get too technical or detailed for some students, and not technical enough for others. Some students really want to learn the "science" of systems mapping, with all the "+" and "-" signs and feedback loop symbols. Others are turned off of systems mapping because of such complicated maps.
 - While it's very "blog-like" in its tone, the two part Medium blog series on ["Making Systems More Approachable"](#) by Kumu founder, Ryan Mohr²⁸ is useful in illustrating to students the distinction between the value of trying to map everything in a complex system and using mapping as a means of telling a system story.
 - The *Student Guide starting on page 53* has examples and links which may be useful in teaching about feedback loops.
- **Transition Theory:** This concept is also briefly introduced in the *Student Guide pages 52*. You could use both the Finance Innovation Lab [report](#) (previously mentioned)²⁹ and the C&A Foundation's report on [The Transition to Good Fashion](#)³⁰ as they are both practical examples of currently active organisations putting Transition Theory to use.

- **Power:** This could be its own 12-week course. We can't introduce systems and systems change without addressing power. Opening up conversations about power, privilege, race, biases, and other topics which are important to systems conversations, can be daunting when they hit so close to home regarding the unhealthy systems we all live in. That said, ignoring these topics is ignoring the core of a conversation around change. If needed, bring in expert guest speakers on the topic.
 - When it comes to social change and power, Baljeet Sandhu's work on the [Value of Lived Expertise](#)³¹ is an important inclusion. [Her Stanford Social Innovation Review \(SSIR\) article](#)³² provides a shorter introduction to this thinking.
 - Other resources and concepts are introduced in the ***Student Guide starting on page 58.***
- **Interview guidance and research tips:** If you are teaching in a business programme or other course where students might not have had extensive research support or training, you may want to offer a session on research best practices. Ideas and resources links are included in the ***Student Guide starting on page 34.***

Most of those topics are general skills and concepts related to systems understanding and systems change. If you are aligning your course with the Map the System deliverables, you could balance the more academic exploration of systems topics with the other half of the course focused on practical workshops related to understanding and mapping their chosen challenge. You would likely still need to cover all of the topics introduced in the five workshop series:

1. Introducing Map the System
2. Forming teams and selecting a challenge
3. Introduction to the Impact Gaps Canvas
4. Introduction to the 5Rs model
5. A workshop on "What's next?"

In addition, you might want to dig deeper into the following topics:

- **Root Cause Analysis:** Tips and links for this topic are included in the ***Student Guide starting on page 45.*** You may also want to introduce information about Theory of Change (ToC), so students understand the concept, while making the clear distinction that a typical ToC model is related to strategy design, and most of the

systems mapping conversation is pre-action (hence, before a strategy has been designed for action).

- We like to use the concept of a “Theory of System Change” as a means of relating the more well-known ToC concept to systems change. In this way, students could work to make a link between the root causes they have analysed and research about how systems have or could change related to those causes. From there, an individual or individual organisation might design their own ToC as a means of mapping how they might contribute to the wider systems change narrative. In other words, in this case the ToC would be an organisational strategy for how to contribute to the wider “Theory of Systems Change.”
- Odin Mühlenbein’s work at Ashoka Globalizer uses a similar concept, detailed further in his SSIR article, [Systems Change - Big or Small?](#)³³
- **More Detailed Systems Mapping:** This could be run over multiple classes, and could go so far as to teach Kumu mapping software, or stick to the tools already introduced: the Impact Gaps Canvas and 5Rs.
 - These additional tools noted in the *Student Guide page 55* might also be considered: FSG’s [Systems Thinking Toolkit](#)³⁴, with a variety of mapping tools, including “actor mapping,” “ecocycle mapping,” “timeline mapping,” “trend mapping,” and “appreciative inquiry” (a form of asset mapping) or Horizons Foresight’s simple 16-page [annotated slide deck](#)³⁵ for thinking about how to map a system.
- **Impact Gaps & Levers of Change:** The *Student Guide starting on page 69* has more details and links regarding leverage points, with a focus on Donella Meadows’ work. Her [piece on leverage points](#)³⁶, mentioned previously, could be the focus of a full class session.

Finally, here are additional topics which might not be on your radar for a class focused on the Map the System process, but which are essential to systems change, and might be of interest:

- **Inner Work:** If we can’t positively change ourselves, we’re not going to be effective at positively impacting the world. Inner and

outer work are entirely interlinked. As educators, we believe our biggest leverage point for impacting future social change is through helping our students engage in inner work.

- In his work with a deliberative dialogue technique he calls Theory U, Otto Scharmer often quotes Bill O'Brien, CEO of Hanover Insurance, as saying, "The success of the intervention depends on the interior condition of the intervener." By supporting our students to pursue inner work, we are helping improve the likelihood of success of their future interventions. You can read the Theory U Book, or [visit their website](#)³⁷ to learn more about the training courses they offer.
- **Collective Impact:** Since 2011, when the [Collective Impact article](#)³⁸ in SSIR first came out, discussions of this topic have grown. Today, there are many foundations and non-profit organisations that solely organise their work around collective impact models. It is therefore likely that there are many cases, perhaps even in your local area, that can be used to highlight this movement.
- **Financing Systems Change:** Funding mechanisms are a key driver for how social and environmental justice work is pursued, so changing funding structures is a leverage point to shifting the social sector towards a systems change mindset. This is already happening in many areas, with new funds like [Co-Impact](#)³⁹ specifically focused on systems change funding.
 - To explore this way of funding with your students, you might share the Rockefeller report, [Scaling Solutions toward Shifting Systems](#), (mentioned previously)⁴⁰ which includes case studies highlighting philanthropic approaches to systems change.
 - The 2018 Skoll World Forum panel, [Financing Change: Collaborative Approaches to Philanthropy](#)⁴¹ is also a useful resource, either by showing pieces in the classroom or assigning the full video as a homework assignment.

Ethical considerations

As part of the students' research for Map the System, we encourage them to conduct first-person interviews with stakeholders related to the issue they have chosen. Typically, this would involve contacting organisations working in the sector to understand more about their work and the challenges they face. In some cases, where there are no ethical conflicts of conducting such interviews, students may also choose to interview people with lived experience of their chosen challenge. Interviews may take place face-to-face or via telephone or email, or students may wish to conduct surveys/questionnaires to gather data.

Before conducting any interviews or surveys, we recommend all students speak with their supervisor or Map the System representative to see if their institution requires them to comply with any specific ethical guidelines or approval process. We have also provided some advice on the key ethical principles, that we recommend all students should consider, before conducting their research on [this page](#) of the Map the System website.

From an educator's perspective, we recognise that it can sometimes be a bureaucratic challenge to seek ethical approval from your department or institution's Research Office or Ethics Committee for every Map the System application that you receive, particularly given that the majority of the research is likely to be low-risk from an ethical perspective. A further challenge may be created if you have opened the competition to students from any discipline - as this means that Map the System entrants may be coming from a variety of different departments from within your institution, with different supervisors who may not be familiar with the competition, and potentially different ethics approval procedures.

The Skoll Centre team at Oxford recently designed an internal process to help simplify and expedite ethical approval for Map the System applicants. Gianna Goulding and Julian Cottee shared their process here. You may wish to use this example to help you design your own internal process:

- They arranged a meeting between their Map the System organising team, a representative from their departmental Ethics Committee and (in their case) a representative from the central, university-wide Ethics Committee. They worked to schedule this meeting as early in the academic year as possible.
- At the meeting, they explained Map the System and the processes involved. In particular, they highlighted the key deadlines, what

sorts of students were likely to enter (in their case it was open to students on any degree programme from any department), what kinds of research they would be doing, and which academic and support staff were involved. They also explained that the students' work is intended to be shared publicly, as this has an impact on the level of ethical approval required.

- The representatives from the Ethics Committees directed them to a number of online resources and in-person research ethics training sessions that were available to students. The Oxford team shared this information with all students from their institution who registered for the competition.
- They agreed on some broad parameters that all Map the System entrants would have to agree to if they were intending to involve any human participants in their research. These included:
 - Participants must be healthy adults who will be able to understand the project and freely volunteer to take part.
 - Informed consent must always be in place before the project starts and evidence of this must be provided on request.
 - All personal data must be fully anonymised.
 - The research element must not involve any more than minimal risk to both researcher and participants (i.e. no more risk than everyday life), and must not induce any psychological stress or anxiety.
 - The research must not involve any health data, medical interventions, or scans.
- They created an online form which asked students to share more details about their intended research methods. This form was more detailed than the Map the System registration form, yet much more simplified than the form that Oxford students would normally be required to submit if undertaking research for their degree programme. This enabled the team to tailor the content of the form to the Map the System process, rather than offering a generic research form. This form was sent out to all students who had registered for the competition, asking students to complete it before commencing their research.

- The Oxford team reviewed the student form submissions, and if their proposals met all of the pre-agreed parameters, they would approve their research. If there were any questions or concerns, this would be raised with the departmental Ethics Committee who would advise or intervene as needed.
- If any students were unable to meet the parameters, they would be referred to the departmental Ethics Committee and required to complete a more in-depth ethics approval process.

Following this process allowed the Oxford team to comply with the Ethics Committee's requirements, whilst not overburdening the students with too many additional administrative tasks.

Acknowledgements

ABOUT THE AUTHOR & SPECIAL THANKS

This Guide was created by Daniela Papi-Thornton, who now runs an educational consultancy Systems-led Leadership. Daniela was formerly the Deputy Director of the Skoll Centre for Social Entrepreneurship at Oxford's Saïd Business School. While there, she designed Map the System, a contest based on her systems learning tool, the Impact Gaps Canvas.

Additional content and support for this Guide was provided by Julian Cottee and Gianna Goulding from the Skoll Centre for Social Entrepreneurship at the University of Oxford, who manage Map the System globally, as well as James Stauch and Anna Johnson of the Institute for Community Prosperity at Mount Royal University (MRU) who co-authored the ***Student Guide to Mapping a System***. This document was designed by Maria Perez of Toto Designs.

Thanks to all of the social impact educators around the world who help people have high-impact careers. Many thanks to all of the educators who designed, suggested, commented on, or contributed to the tools described in this Guide, and to the network of educators committed to sharing systems education globally.

DEDICATION

This Guide is dedicated to the late Dr. Pamela Hartigan, whose role as the Director of the Skoll Centre for Social Entrepreneurship helped shape the foundations of this work, and whose leadership, perspective, and encouragement led to the launch of Map the System.

ABOUT THE CONTRIBUTORS

Map the System is an initiative of the **Skoll Centre for Social Entrepreneurship**⁴², based at the **Saïd Business School, University of Oxford**. The Skoll Centre's mission is to advance transformative social entrepreneurship globally through education, networks, and research.

Systems-Led Leadership, created and operated by Daniela Papi-Thornton, is an **online platform**⁴³ and consulting practice intended to help practitioners and educators design learning, leadership, and funding

programs that focus on helping future change-makers understand systems. Her [Impact Gaps Canvas](#)⁴⁴, [Tackling Heropreneurship](#)⁴⁵ report, and TEDx talk on [Reclaiming Social Entrepreneurship](#)⁴⁶ are all available online.

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The report is publicly available for distribution in electronic format. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

We hope you have found this resource useful in supporting you, as you in turn support students on their Map the System journeys.

Our aim is to keep building upon and improving this Guide to provide a better learning and teaching experience for both students and educators alike.

If you have ideas or suggestions for improvements, case studies, links, or new tools, please reach out to mapthesystem@sbs.ox.ac.uk.

Best of luck to you and your students as you explore this work!

Endnotes

- 1 Map the System. *Institution partners*. <http://mapthesystem.sbs.ox.ac.uk/institutions/>
- 2 Map the System. *Competition site*. <http://mapthesystem.sbs.ox.ac.uk/>
- 3 Schwab Foundation and the Bertha Centre for Social Innovation & Entrepreneurship at the University of Cape Town. *Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change*. <https://www.weforum.org/reports/beyond-organizational-scale-how-social-entrepreneurs-create-systems-change>
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- 5 Reach out to Claire Barnardo (claire.barnardo@gsb.uct.ac.za) at University of Cape Town's Graduate School of Business to request the teaching notes.
- 6 *Map the System: Feedback Review*. <https://re-code.ca/wp-content/uploads/2018/01/Map-the-System-Feedback-Report-Final.pdf>
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