



Teaching Conference for
Management Educators

**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

** Remove all identifying properties from this document **

** All files must be saved in PDF format **

Please include ALL supplementary text at the end of this document

Only one document should be submitted

Submission Template for the 2015 OBTC Teaching Conference for Management Educators

1) Title of Proposal:

Global Leadership in Crisis: An Ecosystem Mapping Exercise

2) Abstract:

Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.

Our current world is characterized by volatility, complexity and change. We also face intense global competition, widespread culture clash and extreme worldwide connectedness. These forces bring as many challenges as opportunities. But how do we develop managers and leaders who can perform in this environment? We explore this question through a unique, innovative and provocative Ecosystem Mapping Exercise that places participants in the middle of a profound global crisis. Adapted from the long-standing Discovery Café model, we challenge learners to think carefully about global complexities and lead a dynamic and interactive collaborative exercise on leadership and decision-making under crisis.

3) Keywords:

Use three or four keywords to describe your session.
ecosystem mapping, leadership, crisis

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

30 Minutes

60 Minutes (*Roundtables must select 60 minutes*)

90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

The session would be conducted in an interactive workshop-style format, accompanied by Powerpoint slides with context, photos and video clips to introduce and explain the exercise. Participants would be divided into small work groups of 5-7 people each, where they will be tasked to collaborate in an ecosystem mapping exercise about a large organization facing an intense global crisis. Handouts to frame the exercise will be provided to each group, along with a large format ecosystem map (2.5' x 3'), that include all pertinent variables for the exercise. Having tables in the room would be very helpful (i.e., to spread out the map), although we have successfully run this exercise in a standard classroom format without tables.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

1. See the power of a visual tool such as an ecosystem mapping exercise to stimulate dialogue, creativity and collaborative decision making
2. Employ a unique, flexible tool to provoke discussion of global interconnectedness and intercultural awareness
3. Participate in an interactive group exercise in chaos and complexity using a powerful and provocative real-world case study
4. Guide a discussion of leadership and decision-making under crisis and uncertainty

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

The exercise was developed primarily to explore leadership, decision-making under crisis and uncertainty, and developing a global mindset. In addition, traditional topics such as conflict resolution, group dynamics, consensus development, and stakeholder analysis would be well covered through use of this exercise. Further, creativity,

innovation and design thinking are well stimulated by this visual exercise.

Almost all contemporary management, leadership and strategy literature includes a discussion of how we face a faster pace of change, intense global competition and interconnectedness, and markedly increased complexity. We have been long seeking ways to teach these concepts within the confines of traditional (and non-traditional) management classrooms. We also understand that dynamic, collaborative learning, where students work together in the discovery process to solve complex problems, is a far more effective form of pedagogy. In addition, there is some evidence that this generation of learners (at the undergraduate and MBA levels) may prefer more visual forms of learning and analysis. And students frequently seek practical applications in their learning. An Ecosystem Mapping Exercise that employs the 2014 Ebola outbreak as a provocative case study has the potential to leverage and illuminate all of these factors in powerful ways.

See References provided.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

As shown on the attached exhibits, the 2014 Ebola outbreak will be employed as a provocative case study to explore global leadership in a crisis situation through an Ecosystem Mapping Exercise for the Doctors Without Borders/Medecines Sans Frontieres (MSF) organization as an interactive exercise. An overview of the key facts and issues of the recent Ebola outbreak will be provided to open the session (10 minutes). Participants will be divided into groups of 5-7 and told that they represent an elite first response team of management and leadership professionals who have been engaged by the MSF CEO to help analyze the management and leadership development implications and challenges for her organization based on the 2014 Ebola outbreak. An ecosystem map for MSF is provided to each group (see attached exhibits) along with review questions and handouts to guide the exercise.

A short amount of time is provided (10 minutes) to initially digest and make sense of the map and materials provided. Groups are then asked to think about the management and leadership implications of a large, dispersed global NGO such as MSF, headquartered in Europe, in preparing for such a powerful crisis in light of such a complex supply chain and diverse network of stakeholders. An important element of the exercise is the confusion and chaos that ensues, as the groups struggle to do their best to make sense

out of a very complex situation. Each group is asked for recommendations for ways to improve and strengthen the MSF organization, management and leadership development capabilities. A limited amount of time (15 minutes) is purposefully provided to move the exercise in a fast paced manner. Importantly, it is understood that there are no “right” or easy answers; the point here is to facilitate a brainstorming exercise around global complexity using a recognizable real-world crisis. As each group reports out, there will be considerable commonalities and interesting, valid observations and recommendations, even from those without any global health care expertise.

A second round of conversations is then conducted (10 minutes), pushing the groups to talk about what they may have learned about the broader issues of developing a global mindset and a more global perspective, as triggered by the challenges and complexity that this case brings.

Finally, a debrief discussion of the exercise, its lessons, benefits and limitations, along with recommendations for future improvement, will be conducted (15 minutes). The goal is to manage an interactive, dynamic and interesting discussion of the challenges of leadership and leadership development in a complex, global, interconnected world. We have found this exercise to be very effective in accomplishing this.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

See attached exhibits.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

For teachers, this session will show how a relatively simple visual document (i.e., an ecosystem map) can be used as a boundary object to stimulate meaningful discussion. Further, the use of a profound and provocative real-world crisis (i.e., the 2014 Ebola outbreak) will demonstrate ways in which management concepts and lessons can be taught in the contemporary classroom in a fast moving and interactive manner. In addition, helping students gain a more global perspective and/or mindset is a considerable challenge, for which this exercise can be especially helpful to illuminate. Lastly, this exercise may also provide an opportunity to help “flip the classroom” to engage students to work together more in their own learning and discovery, as there are no definitive or correct solutions to the dilemmas covered here and it is understood that the faculty member or participants are not global health care experts.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

The exercise ideally fits the OBTC 2015 conference theme of Learning in Community. In addition to being an interactive exercise where participants will work and learn collaboratively in groups to come to a productive consensus, the topic of the exercise (i.e., the 2014 Ebola crisis) will provoke a larger sense of community – and perhaps obligation – for managers and leaders, and our students, to think about our larger impact in the global community. A critical take-away from this exercise is the massive interconnectedness that business, government, NGOs and society face today, especially with global health issues. In this sense, the only way that we will solve large problems in the future is through learning in community and thinking about problem-solving in global, dynamic, interconnected manner.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

We successfully launched this Ecosystem Mapping Exercise (using the 2014 Ebola outbreak) at a members-only consortium meeting we held for senior leadership development executives on the topic of “Developing a Global Leadership Mindset” in November, 2014. We also conducted this as an in-class exercise for an undergraduate class session in an International Management course in December, 2014 at our university. We plan to conduct the exercise again in April 2015 for an MBA capstone class session in our Health Care Management program. In all these cases, we allow for a 90-minute session to fully administer and debrief the exercise. We believe, however, that a modified 60-minute demonstration model at OBTC will be sufficient and effective. Otherwise, the OBTC session will be substantially the same as our classroom administrations.

The exercise is unique and not under review anywhere.

14) References and/or Additional Materials:

Bobko, P., & Tejada, M. J. (2000). Liberal arts and management education: Re-emphasizing the link for the 21st century. *Journal of the Academy of Business Education*, Fall.

- Boggs, J., Mickel, A., and Holtom, B. (2007). Experiential learning through interactive drama: an alternative to student role plays, *Journal of Management Education*, 31(6), 832-858.
- Boyatzis, R., & McLeod, P. (2001). Our educational bottom line: developing the whole person, *Journal of Management Education*, 25(2), 118-123.
- Boyatzis, R., & Saatcioglu, A. (2008). A 20-year view of trying to develop emotional, social and cognitive intelligence competencies in graduate management education, *Journal of Management Development*, 27(1) 92-
- Chew, E. B., & McInnis-Bowers, C. (2004). Blending liberal arts and business education. *Liberal Education*, 90(1), 56-65.
- Colby, A., Ehrlich, T., Sullivan, B., & Dolle, J. (2011). *Rethinking Undergraduate Business Education: Liberal Learning for the Profession*. San Francisco: Jossey-Bass.
- Conger, Jay A (2014). "Addressing the Organizational Barriers to Developing Global Leadership Talent." *Organizational Dynamics* 43.3: 198-204.
- Dalton, Maxine, Chris Ernst, Jennifer J. Deal, and Jean B. Leslie. (2003) *Success for the New Global Manager: How to Work Across Distances, Countries, and Cultures*. N.p.: Jossey-Bass.
- Goldsmith, Marshall. *Global Leadership: The next Generation*. (2003) Upper Saddle River, NJ: FT/Prentice Hall.
- Hill, Linda A., Greg Brandeau, Emily Truelove, and Kent Lineback. (2014). Collective Genius: The Art and Practice of Leading Innovation" *Harvard Business Review* Jan 2014.
- Johansen, R. (2009). *Leaders make the future: Ten new leadership skills for an uncertain world*. San Francisco, CA: Berrett-Koehler Publishers
- Karakas, F. (2011). Positive Management Education: Creating Creative Minds, Passionate Hearts, and Kindred Spirits, *Journal of Management Education*. 35(2), 198-226
- Maloni, M., Smith, S., & Napshin, S. (2012). A Methodology for Building Faculty Support for the United Nations Principles for Responsible Management Education. *Journal of Management Education*, 36(3), 312-336.
- McCall, M. W., Jr., & Hollenbeck, G. P. (2002). *Developing global executives: The lessons of international experience*. Boston: Harvard Business School Press.
- McCarthy, J., O'Connell, D., and Hall, D.T. (2005). *Leading Beyond Tragedy: The Balance of Personal Identity and Adaptability*. Leadership and Organization Development Journal, 26(6): 458-475.

Nesteruk, J. (2012). Business Teaching, Liberal Learning, and the Moral Transformation of Business Education. *Organization Management Journal*, 9(2), 114-119

Taylor, S., & Ladkin, D. (2009). Understanding Arts-Based Methods in Managerial Development, *Academy of Management Learning & Education*, 8(1), 55-69.

Also, see attached exhibits.

Ecosystem Mapping Exercise

The Ecosystem Metaphor

Metaphors are helpful to us when attempting to make sense of new challenges and complexities. They help us see things in new ways (M.M. Mars et al, 2012). One metaphor that has gained popularity is that of an ecosystem and how organizations—operating as living entities in an interconnected world— respond to environmental pressures and achieve resilience in the face of highly dynamic conditions.

With this in mind, we are introducing a new tool related to the Discovery Café process: The Ecosystem Mapping Exercise. Using the *Doctors without Borders/Medecines Sans Frontieres* (MSF) as our case study, we will begin our exploration of the topic: *How to Develop a Global Leadership Mindset*. Throughout our conversation, we will seek to define a global leadership mindset and surface the critical questions, issues, and potential strategies to develop that mindset in our respective organizations.

Materials

EBOLA Video:

<https://www.youtube.com/watch?v=OYggS-tReRc>

<http://www.doctorswithoutborders.org/news-stories/video/ebola-epidemic-out-control>

MSF Ecosystem Map (one per table):

The MSF Ecosystem Map depicts the structure of components that, together, give life to the organization. It is comprised of the professionals, associations, suppliers, distributors, and agencies all working to serve the patients in need of MSF's humanitarian and medical care.

Ebola Case Fact Sheet (one per table/group)

Facilitation Guide (one per table)

Discussion Cards (one per table)

Flip-chart sheets (at least two per table)

MSF Ebola Ecosystem Map
Illustrative Sample



Ecosystem Mapping Exercise

Facilitation Guide

Purpose of the exercise:

- Session facilitator introduces the Ebola 2014 Outbreak context (**10 minutes**)
- Explore what it means to have a global leadership mindset using the Doctors without Borders/MSF Ebola Case Study
- Surface the salient issues, challenges, and complexities facing global leaders
- Define the attributes that comprise a global leadership mindset
- Explore the programs, policies, and practices necessary to develop a global leadership mindset.

Individual Reflection (3-5 minutes): Read the fact sheet and the MSF pamphlets on Ebola in silence (initially, no talking please).

Group Work Part I: Ebola Ecosystem (20 minutes).

Turn over the MSF Ecosystem Map and discuss in tables/groups:

1. What words, images, or information on the map and materials strike you the most and why?
2. What are MSFs global leadership challenges posed by the Ebola situation?
3. What knowledge and skills must leaders at MSF possess today in order to effectively tackle the Ebola crisis?

Your Assignment Part I: You are an Elite First Response Team of management and HR consultants hired by Dr. Joanne Liu, International President of MSF. You have visited an Ebola treatment center and are now at the Logistics Training Center in Brussels formulating your action plan. ***What would you recommend to better respond to health crises in the future? Focus on the human development and talent management aspects of the issue.*** Document your top 2 recommendations on a flip chart sheet.

Group Work Part II: Developing a Global Leadership Mindset (10 minutes)

1. What are the programs, policies, and practices necessary to develop a global leadership mindset?
2. What are we *not* thinking about that we must be thinking about *now* as leadership development professionals?

Output Part II: Summarize the main 2-3 ideas on a flip-chart sheet

Large Group Debrief (15 minutes): Large group debrief will consist of two rounds, reporting out results of parts I and II. Discuss lessons and recommendations for future improvement. Invite concluding remarks in an open forum to close the activity.

Doctors without Borders/Medecines Sans Frontieres (MSF) Ebola Case

MSF Background

Established in 1971 by a small group of French doctors, MSF delivers emergency aid to people affected by armed conflict, epidemics, natural and man-made disasters, malnutrition, and exclusion from health care in more than 60 countries. Daily, more than 27,000 Doctors without Borders physicians, nurses, logisticians, sanitation experts, and professionals provide assistance to people in crises around the world.

Ebola Situation

- Outbreak in West Africa officially declared on 22 March in Guinea and has claimed 2,811 lives (as of November, 2014)
- Currently affecting five countries: Guinea, Liberia, Nigeria, Sierra Leone, and Senegal
- MSF's West Africa Ebola response is active on all five of the mentioned countries.

MSF currently employs 263 international and more than 3,000 locally hired staff in the region. The organization operates five Ebola management centers, providing approximately 600 hospital beds in isolation. **Since the beginning of the outbreak MSF has admitted 5,300 patients, among whom 3,200 were confirmed cases of Ebola and 1,200 survived.** (Statistics as of 11/2/2014)

The estimated budget for MSF's activities until the end of 2014 is €51 M. No specific treatment or vaccine is available for Ebola. MSF teams in West Africa are seeing critical gaps in all aspects of the response, including medical care, training, infection control, referral systems, community education and mobilization.

The Team in the Field

- Average field project team has between four and 12 international volunteers working in collaboration with up to 200 local staff.
- Field operations are managed by a country manager and a coordination team that includes a medical coordinator, logistical coordinator, and financial coordinator located in the capital city of each country where MSF works. They oversee the project and act as liaison between MSF, local authorities, partners, and other NGOs, reporting regularly to the Operations Departments at the headquarters

MSF Logistics

- All logistics are run from MSF Supply based in Belgium
- MSF Supply is a 6,500 sqft warehouse and holds 6,000 pallets for distribution

MSF Supply meets operational needs by fulfilling the quality criteria, pricing criteria and delivery terms set out by the missions.

MSF Training

Logistics Training Center (EBC), based in Brussels hosts medical and non-medical MSF staff each year on training scenarios ranging from disease to disaster management to emergency surgery and hospital management. The EBC team is made up of highly

experienced MSF field staff and has built medical, logistical, water, hygiene and sanitation infrastructures that MSF use in the field. The EBC is a constantly evolving site to develop and train anyone in the field.

Leadership

Associations:

MSF is made up of associations located in their offices around the world. Associations are made up of volunteers, staffs and professionals. There are 24 associations around the world.

Each association is attached to one of the five operational centers (OC). These are the offices which decide when, where and what medical care is needed. These centers are based in:

- Brussels, Belgium
- Paris, France
- Amsterdam, Holland
- Barcelona, Spain
- Geneva, Switzerland

Sections:

MSF-USA, like the other 18 MSF offices across the globe, works with these OCs to recruit staff and raise the money needed to provide care where it is needed most. They also provide specialist technical support and speak out about on behalf of the people we are helping.

These offices are in Australia, Austria, Canada, Denmark, Germany, Greece, Hong Kong, Italy, Japan, Luxembourg, Norway, Sweden, the UK, and the US. MSF has recently also establishing itself in Ireland, South Africa, India and Brazil.

Other offices:

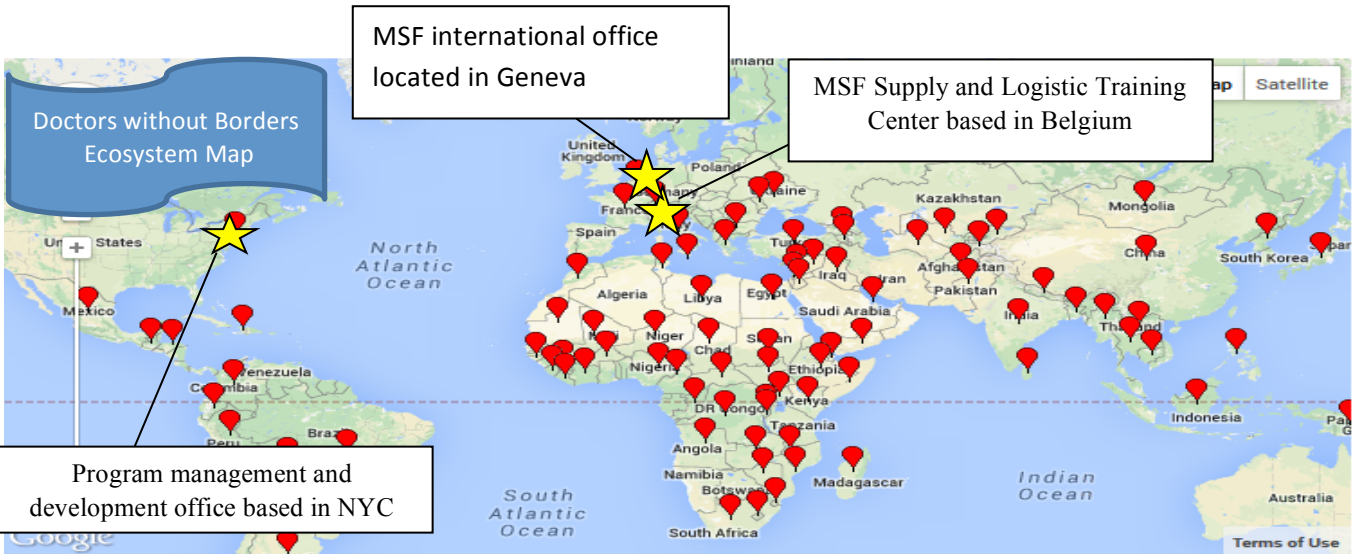
MSF has four other main offices:

- The International Office in Geneva
- UN Liaison Office in Geneva
- UN Liaison Office in New York City
- An office in the United Arab Emirates

Three specialized public-health centers—called Epicentre, Aedes and HealthNet—work with MSF to help expand expertise in specialist medical issues.

MSF Ecosystem Map

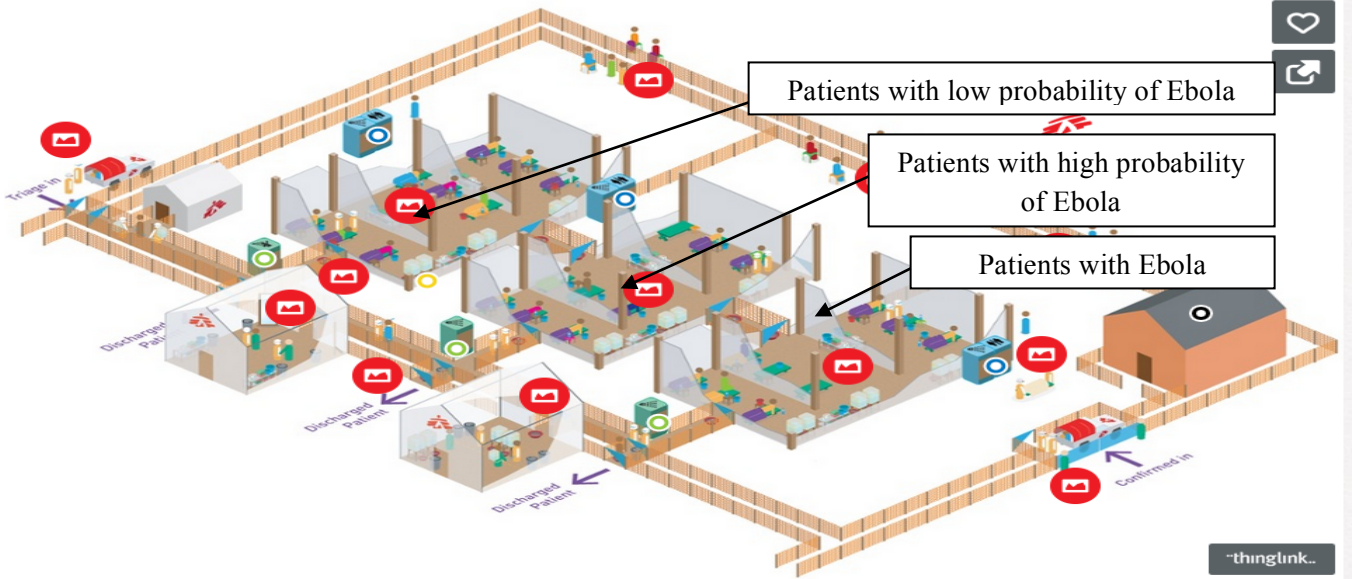
G
L
O
B
A
L



N
A
T
I
O
N
A
L



L
O
C
A
L



Ebola Management Center