

PA 5920, Sec. 004

Visible Strategy Mapping

Course Syllabus

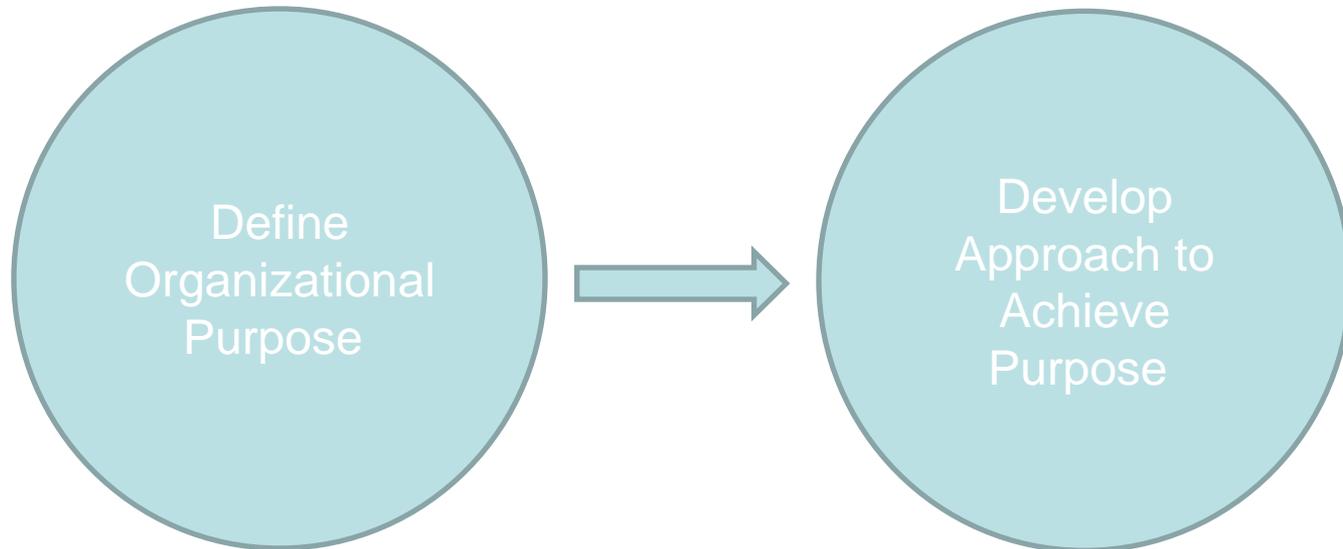
Prof. John M. Bryson

Friday and Saturday September 18 and 19, 2015

Humphrey 35 (first day) and 85 (second day)

9:00 am – 4:30 pm

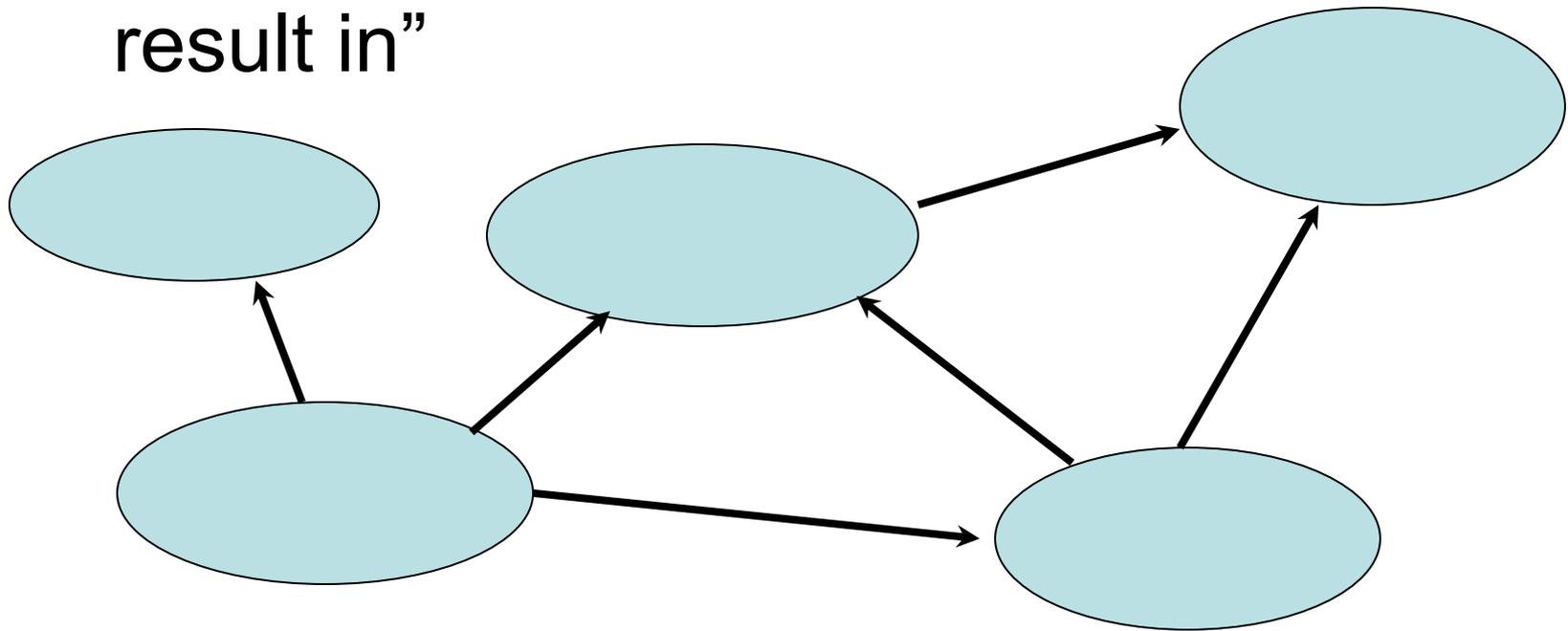
Why do we engage in strategic planning?



“Strategic planning is a deliberative, disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it”
(Bryson, 2011, p. 7 – 8.).

Cognitive Maps and Oval Maps Are Word-and-Arrow Diagrams

- The arrows mean “may lead to” or “will result in”



To Work Down a Chain of Arrows:

- Keep asking, “How would I do that?” or “What would it take to do that?”
- The arrows should lead *from* “how” you would do something *to* what you want to accomplish

To Work Up a Chain of Arrows:

- Keep asking, “What would happen if I did that?” or “What would the consequences be if I did that?”
- The arrows should go *from* what you might do *to* the consequences of doing it.

Use Mapping When:

- You are dealing with numerous ideas whose interconnections matter
- You want to tap into the best thinking of many people simultaneously
- You want to know how mission, goals, strategies and actions fit together
- You need help in sorting out a conflict
- You are not sure what to do, how to do it, or why

Class Plan

Friday September 18 – Humphrey 35

- 9:00 am – Noon
 - Introduction to course and to each other
 - Cognitive mapping
 - Theory of mapping
- Noon – 1:00 pm Lunch
- 1:00 pm – 4:30 pm
 - Oval mapping
 - More on the theory of mapping

Class Plan (continued)

Saturday September 20 – Humphrey Center 85

- 9:00 am – Noon
 - Review of previous day
 - Enter cognitive map into Decision Explorer
- Noon – 1:00 pm Lunch
- 1:00 pm – 4:30 pm
 - Decision Explorer work continued
 - Using mapping to help manage change
 - Review
 - Course evaluation

Readings and Assignments

- The *required* text is John Bryson, Fran Ackermann, and Colin Eden, *Visual Strategy*, John Wiley, 2014.
- Supplemental information will be found in John Bryson, Fran Ackermann, Colin Eden and Charles Finn, *Visible Thinking*, Wiley, 2004; esp. Chapters 1, 2 and 10.
- Three copies of both books have been placed on reserve in Wilson Library.
- Additional supplemental information will be found in:
 - Franco, Alberto. 2013. Rethinking Soft OR Interventions: Models as Boundary Objects, *European Journal of Operational Research*, 231, pp. 720-733.
 - Quick, Kathryn S., and Martha Feldman. 2014. Boundaries as Junctures: Collaborative Boundary Work for Building Efficient Resilience, *Journal of Public Administration Research and Theory*, 24(3), pp. 673 – 695.
 - Stigliani, Ileana, and Davide Ravasi. 2012. Organizing Thoughts and Connecting Brains: Material Practices and the Transition from Individual to Group-Level Prospective Sensemaking, *Academy of Management Journal*, 55(5), pp. 1232 – 1259.

The Assignment

The assignment is to prepare a 15 page paper (not counting a causal map included as an attachment) in four parts:

- Begin with a brief introduction
- Discuss cognitive mapping using the cognitive map you produced in class.
 - The cognitive map should have at least 25-30 concepts and seven levels.
 - Your discussion should cover:
 - the map's purpose and contents,
 - how you produced it,
 - what you learned from it,
 - and what limitations the map and the process used to produce it might have.
- Then write a critique of cognitive and oval mapping in which you compare and contrast the two approaches; be sure to draw on the course text and/or other relevant readings.
- Conclude with a brief summary.
- Be sure your cognitive map is included with the paper!
- The assignment is due by 5:00 pm Friday, October 9, on the course Moodle site or via email to jmbryson@umn.edu