Visual Strategy Mapping:
What To Do When Direction, Alignment, and Commitment Matter

Prof. John M. Bryson
jmbryon@umn.edu
September 16 – 17, 2016
Course Objectives

At the end of the course, participants will be able to:

• Articulate the theory of causal mapping
• Produce individual (cognitive) maps
• Produce group maps
• Understand much about how to use mapping as part of a strategy change process
Class Plan

Friday 16 September – Carlson 1-136

• 9:00 am – Noon
  – Introduction to course and to each other
  – Cognitive mapping
  – Theory of causal mapping

• Noon – 1:00 pm  Lunch

• 1:00 pm – 4:30 pm
  – Group visual strategy mapping
  – More on the theory of mapping
Class Plan (continued)

Saturday 17 September – 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


• Supplemental information will be found in
  – *Visual Strategy Mapping for Groups* at:
    • [http://www.hubertproject.org/hubert-material/402/](http://www.hubertproject.org/hubert-material/402/)
  – *Visual Strategy Mapping for Individuals* at:
    • [http://www.hubertproject.org/hubert-material/316/](http://www.hubertproject.org/hubert-material/316/)

• Three copies of the required text and supplemental text have been placed on reserve in Wilson Library.

• Additional supplemental information will be found in:
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 7, on the course Moodle site or via email to jmbryson@umn.edu