

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

Prof. John M. Bryson

jmbryson@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

- The *required* text is John Bryson, Fran Ackermann, and Colin Eden, *Visual Strategy*, John Wiley, 2014.
- Supplemental information will be found in
 - *Visual Strategy Mapping for Groups* at:
 - <http://www.hubertproject.org/hubert-material/402/>
 - *Visual Strategy Mapping for Individuals* at:
 - <http://www.hubertproject.org/hubert-material/316/>
 - John Bryson, Fran Ackermann, Colin Eden and Charles Finn, *Visible Thinking*, Wiley, 2004; esp. Chapters 1, 2 and 10.
- Three copies of the required text and supplemental text have been placed on reserve in Wilson Library.
- Additional supplemental information will be found in:
 - Bryson, John M., Fran Ackermann, and Colin Eden. 2016. Discovering Collaborative Advantage: The Contributions of Goal Categories and Visual Strategy Mapping, *Public Administration Review*, available online in early view at DOI:10.1111/puar.12608
 - 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 7, on the course Moodle site or via email to jmbryson@umn.edu