

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

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21 – 22 May 2018

# 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 how to use mapping as part of a strategy change process

# Class Plan

Monday 21 May – Humphrey 35

- 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)

Tuesday 22 May – Humphrey 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 12 June, on the course Moodle site or via email to [jmbryson@umn.edu](mailto:jmbryson@umn.edu)