



Process Consulting

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Process Consulting: In contrast to "expertise-based" consulting, process consulting assumes that organizational manager/leaders know their organization best and are the most appropriate and capable agents for change within their organization. Effective process consultants encourage their manager/leader/clients to spend more time on how things get done rather than on telling those manager/leader/clients what actually needs to get or be done. For example, the process consultant works to assist the manager/leader/clients to create situations that will ensure that good decisions are made, without making those decisions her or himself – encouraging the thinking of the people from who she/he is responsible to lead. The process consultant does not help the team as an expert; instead, the process consultant helps the team to accomplish its goals or objectives by asking questions and helping the team find the answers.

The consulting skills used in process work are quite different from those used in "expertise-based" consulting, because the effective process consultant must:

- Concentrate on the way the team works, rather than what it is working on;
- Ask questions instead of offering expert advice;
- Assist the team to solve its own problems;
- Not make value judgments or, importantly, deal with content issues.
- Understand group dynamics, conflict resolution, and manager/leader development.

Process consulting also requires a client who is aware of their problems, and who is willing to listen and change some habits if needed. In some ways, process consulting is as difficult for the client as it is for the consultant, because they must put aside any natural defensiveness and temporarily yield their authority in some ways. Importantly, the essence of successful process consulting is very much the same as successful management/leadership.

Course Description: This course will introduce the participant to the Kepner-Tregoe Problem Solving and Decision Making and Project Management tools. Successful students will receive the KT certificate in PSDM and PM.

Course Objectives: There are three primary objectives for the course:

- Gain a basic understanding for the methodologies behind problem solving and decision making within a group structure.
- Gain a basic understanding of the framework around managing a project.
- Show mastery of said understandings through successful case applications

Text and Course Materials:

Course Packet (NeuroLeadership, PSDM) containing selected readings
PSDM and Project Management handout materials

Teaching Method: The primary focus of this class is on practical implementation of concepts, not textbook theory. In order to provide opportunities for immediate application and practice of rational process use, this course is facilitated using case studies. Case-based facilitation differs in some important respects from what is conventional in many of your courses. As a learner you will engage in the course rather than simply examining written materials. You will become active and animated: offering ideas, raising questions, building on each others' statements, constructing a collective analysis, re-framing the discussion, challenging each other, learning with and from each other as much as, or more than, from the course facilitators. The course facilitators' role will be to invite engagement, amplifying some learners' remarks and pointing out opposing views, feeding the group's thinking back to it, pulling the threads of conversation together and tying them in to the course's themes; in short, structuring and facilitating your work rather than delivering information, giving explanations, or providing answers. The emphasis is on your reasoning and expressions, on your capacity to structure the problem and work out a solution.

Classroom Weights: The chart that follows shows what each assignment you are responsible for doing through the course of the summer is and how much it is weighted in the class. More details will be given about each individual assignment as we get closer to it.

| Assignments | Due date | Total |
|----------------------|---------------------|--------------|
| Class Participation | Ongoing | 20% |
| Assignments and Exam | Ongoing | 50% |
| Final Exam | Final Exam Schedule | 30% |

Grading Scale: The following gives detail about what is needed to achieve each separate letter grade. There will be no plus/minus grading done for this class.

| Grade | Comments |
|----------------|---|
| A 90%-100% | Overall, learner demonstrates mastery in applying each of the required learning outcome competencies and knowledge of the core concepts. A broad grasp of issues reveals an effective communicator, innovator, decision-maker and implementer, who can fully integrate the core concepts with the operation of a profitable organization. |
| B 80%-89% | Overall, learner demonstrates a good understanding in applying the required learning outcome competencies and knowledge of the core concepts. Familiarity with processes reveals an understanding of the problems and decisions required to integrate the core concepts with the operation of a profitable organization. |
| C 70%-79% | In certain areas, learner demonstrates a general level of competency in applying some of the required learning outcome competencies and some knowledge of the core concepts. Integrating the core concepts into the operation of a profitable organization is still in the formative stage. |
| D 60%-69% | In certain areas, learner has not demonstrated a sufficient level of competency in applying a number of required learning outcome competencies, and knowledge of core concepts. |
| F Below 60% | Knowledge of the concepts and demonstration of the required learning outcome competencies were not demonstrated. |