

# Introduction: Meeting your team & messy problem

2023/2024  
MAN-BCU019B



**Dr. Kathya Cordova-Pozo**

## Overview

- **Introduction**
- **Messy problems**
- **Practical matters**
- **Your questions**
- **Meet your team**
- **Start your project now**



## Kathya Cordova-Pozo

- University docent and researcher
- Researcher: Public health interventions
- Experience in public health projects in Latin America and Low-Middle income countries.
- Some organizations where I have worked different projects:



# Radboud University



# What is the course about?

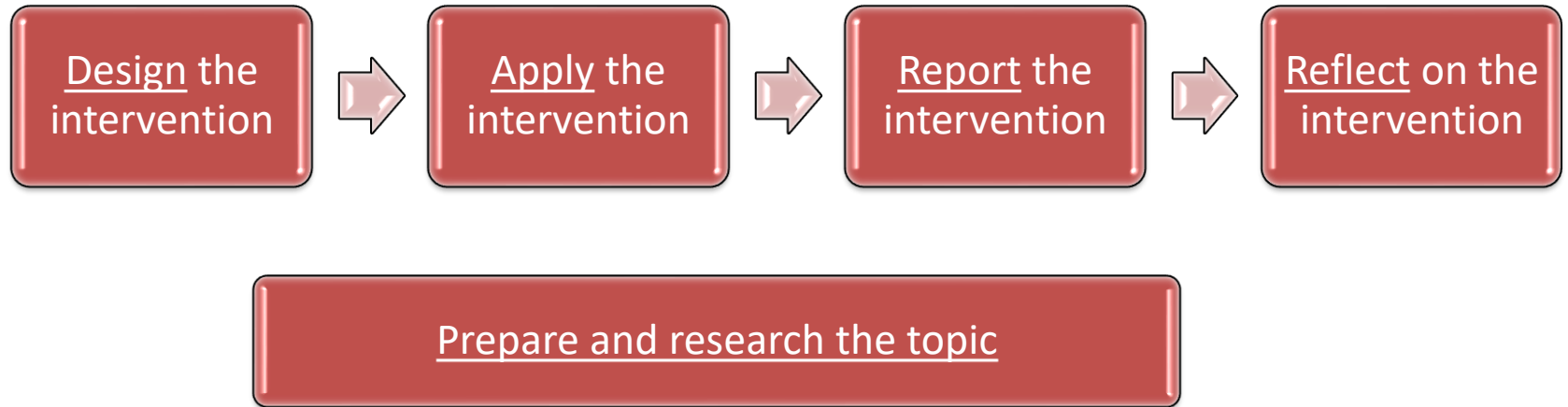
## What are you going to learn?

1. compare relevant theories to justify the link between a particular intervention method and dealing with a messy learn about intervention methods and relevant theories underpinning them and how they can help dealing with a messy problem;
2. apply an intervention method that is suitable for managing messy problems, with fellow students as stakeholders;
3. explain and justify the steps taken during the intervention; critically reflect on the process and interpret the outcomes of the intervention regarding the goals of a project;
4. How to responsibly and effectively propose and communicate the process and report outcomes of the intervention to the stakeholders and client.

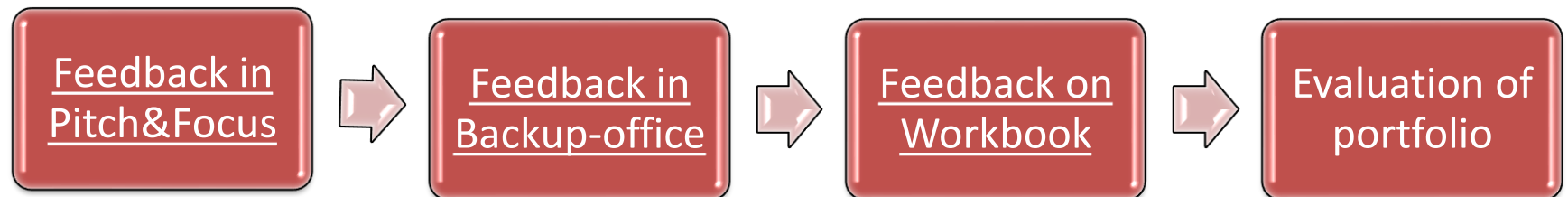
## What are you going to do?



Familiarize  
yourself with  
messy problem



## What to expect from your teacher?



Non-facilitating teams

Facilitating team

Teacher

**Voluntary but highly recommended**

to Attend P&F session to  
Learn the preparation and theory of another  
method

Prepare and Submit  
The project proposal and  
then present it in 15-20  
minutes (Pitch & Focus)  
The content includes  
all details of the theory of  
the method, the situational  
analysis, the invitations for  
the stakeholders with the  
“role they need to play”,  
**7 roles in total (Max)**  
**{Assignment 1}**

**Mandatory**

Prepare and present P&F  
Pitch with a PowerPoint  
Time: 15-20 min  
presentation with later a  
Feedback/discussion from  
the teacher and audience.  
Graded over 6 points for  
the Portfolio

**It is graded**  
Feedback done  
orally after the  
presentation

Discussion with Go or No go on  
the main aspects and  
Details for 1) the situational  
analysis, 2) the theory of the  
method and 3) the Preparation  
of the intervention session

**Pitch & Focus**

**Mandatory**

Participation  
in the intervention session  
Provide feedback on the workbook

**It is graded  
Mandatory**

Finalize and deliver Intervention with  
facilitating team  
-Note keeping track of who attend  
- take pictures to the process of the modeling  
-Compile the workbook, adding in  
appendices all the preparation, e.g.  
invitations and roles to the document, list of  
attendance, etc.  
**{Assignment 2}**  
Time: 1hr 45 min  
Graded over 12 points for the Portfolio

Support and monitoring  
Provide feedback on the workbook

**Intervention**

**Mandatory for facilitation  
team**

**Volunteer for other**  
Attend backup office  
to get feedback

Compile  
The final Report  
with all feedback  
received  
**{Assignment 3}**

Complete  
Workshop reflection  
**{Assignment 4}**  
And combine  
Report & reflection in  
One document (Portfolio)

Feedback and assessment  
with a grade of the final portfolio

**Post-Intervention**



## How are you going to learn?

- By taking on the role of a facilitator consultant who works with two or three colleagues in a facilitation team to help an organization tackle a **complex ('messy') problem**
- Because this is an educational situation, you will be assigned a **specific intervention method**, and your fellow students will play the client and **relevant stakeholders**
- You make an inventory of what is already known, determine the question that needs to be answered in your intervention session and write a proposal for the client (**project proposal**)
- The client invites your agency and two competitors to **pitch your proposal**
- You receive the assignment and organize an **intervention session**
- Your team reports to the participants, and aided by their additions and comments, you write a formal **report to the client**
- During this process you regularly take on the role of a **student to reflect** on the facilitation and your learning process



## About the configuration of the course



LECTURES



PITCH & FOCUS



INTERVENTION  
SESSION



BACKUP OFFICE



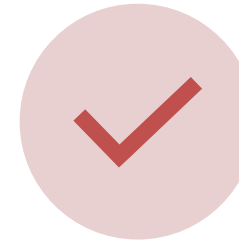
READING



DOCUMENT  
SUBMISSION



FEEDBACK



DISCUSSION FORA

(Week) Date	Monday 17.30-19.15	Tuesday 10:30 - 12:15 hr	Tuesday 13:30 – 14:30 hr	Tuesday 15:30 – 17:15 hr (SP2)	Thursday 09:00 hr	Friday 09:00 hr
4-8Sep (1/36)	Introduction <i>Meeting your team &amp; Messy problem (compulsory all teams)</i>			L = Client interaction in interventions (Arnold Hagens) 5 Sep (voluntary)		
11-15Sep (2/37)				L = Facilitation expertise (teacher) 12 Sep (voluntary)	Submission Proposal <i>Team Brainstorming</i>	
18-22 Sep (3/38)	Pitch & Focus <i>Facilitation team Brainstorming (compulsory all teams)</i>		Backup Office <i>(all teams)</i>		Submission Proposal <i>Team GMB</i>	
25-29 Sep (4/39)	Pitch & Focus <i>Facilitation team GMB (compulsory all teams)</i>	Intervention session Brainstorming <i>(compulsory all teams)</i>	Backup Office & Feedback on Brainstorming session <i>(voluntary all teams)</i>	L = Group model building / Multiple scenario development (M. Lansu) 26 Sep (voluntary)	1.Submission Proposal <i>Team MSD</i>  2.Submission Workbook <i>Facilitation team Brainstorming</i>	Providing Feedback <i>Stakeholders Brainstorming</i>
2-6 Oct (5/40)	Pitch & Focus <i>Facilitation team MSD (compulsory all teams)</i>	Intervention Session GMB <i>(compulsory all teams)</i>	Backup Office & Feedback on GMB <i>(voluntary all teams)</i>	L = The use of multicriteria decision analysis (H. Broekhuizen) 3 Oct (voluntary)	1.Submission Proposal <i>Team MCDA</i>  2.Submission Workbook <i>Facilitation team GMB</i>	Providing Feedback <i>Stakeholders GMB</i>
9-13 Oct (6/41)	Pitch & Focus <i>Facilitation MCDA (compulsory all teams)</i>	Intervention Session MSD <i>(compulsory all teams)</i>	Backup Office & Feedback on MSD <i>(voluntary all teams)</i>		Submission Workbook <i>Facilitation team MSD</i>	Providing Feedback <i>Stakeholders MSD</i>
16-20 Oct (7/42)		Intervention Session MCDA <i>(compulsory all teams)</i>	Backup Office & Feedback on MCDA <i>(voluntary all teams)</i>	L = Evaluation of intervention methods (E. Rouwette) 17 Oct (voluntary)	1. Submission Workbook <i>Facilitation team MCDA</i> 2. Submission of Portfolio <i>[All teams – MCDA teams] 19 October</i>	Providing Feedback <i>Stakeholders MCDA</i>
23-27 Oct (8/43)	Submission of Portfolio <i>(MCDA teams) 23 October</i>					FINAL EXAM 03 <i>November 08:30-to-10:30</i>
						RESIT Thursday 25-1-24, <i>from 08:30-to-10:30</i>

# How will we assess what you learned?



## Written exam (50%, individual)

1. Addressing a messy-problem case, designing and justifying an intervention
2. Questions on theory and insight



## Portfolio (50%, group product)

1. Pitch (6 points) + facilitation (12 points)
2. Report (professional product)
3. Reflection (on your professional abilities)



## Active participation (individual)

\* Fullfilled \*

Participation in the course is mandatory and there is no retake!  
No free-riding allowed

## Expectations

- We expect you to attend and participate actively in all sessions and lectures
- Sessions are so important that if you miss one, you get an extra assignment
  - All four intervention sessions and the Pitch and Focus session of your team
  - 2 different assignments (for facilitators and for participants)
- We expect you to read all literature (new articles and new reader); some of the information you will need to design and execute the intervention with your facilitation team
- Max 5\*1 bonus points for uploading two correctly designed MCQs on the Introduction of the IM (deadline September 11) + four methods. Deadline: each Monday at 8.00h
- Chat GPT or AI use: please announce it for transparency

# Practical matters

- Each team will get a messy problem to be researched and managed with their intervention method
- Each team writes a project proposal for this situation
- **Prepare your outline of a messy problem Today**
- **Project proposal: Pitch and Focus + PowerPoint or Video**
- **Instructions and template for the project proposal (Assignment 0 and 1, Brightspace)**

## Missing class

- Missing 1 as attendant (incl. today) – extra assignment
- Missing 2 as attendants (incl. today) – no longer participate
- Missing 1 as organizer – no longer part of the team; extra assignment as organizer

Extra assignment – contact course coordinator (Kathya) on 25th October

<i>Method</i>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
<i>Brainstorming</i>	Team 1-1	Team 2-1	Team 3-1
<i>GMB</i>	Team 1-2	Team 2-2	Team 3-2
<i>MSD</i>	Team 1-3	Team 2-3	Team 3-3
<i>MCDA</i>	Team 1-4	Team 2-4	Team 3-4

## Students' recommendations



- Start as early as you can
- Try to learn the difference between a facilitator and content expert immediately
- There will be a lot of confusion, but don't give up!
- It takes a lot of time for preparing the work in group and reading the material of the course
- Start reading right away!

## Overview

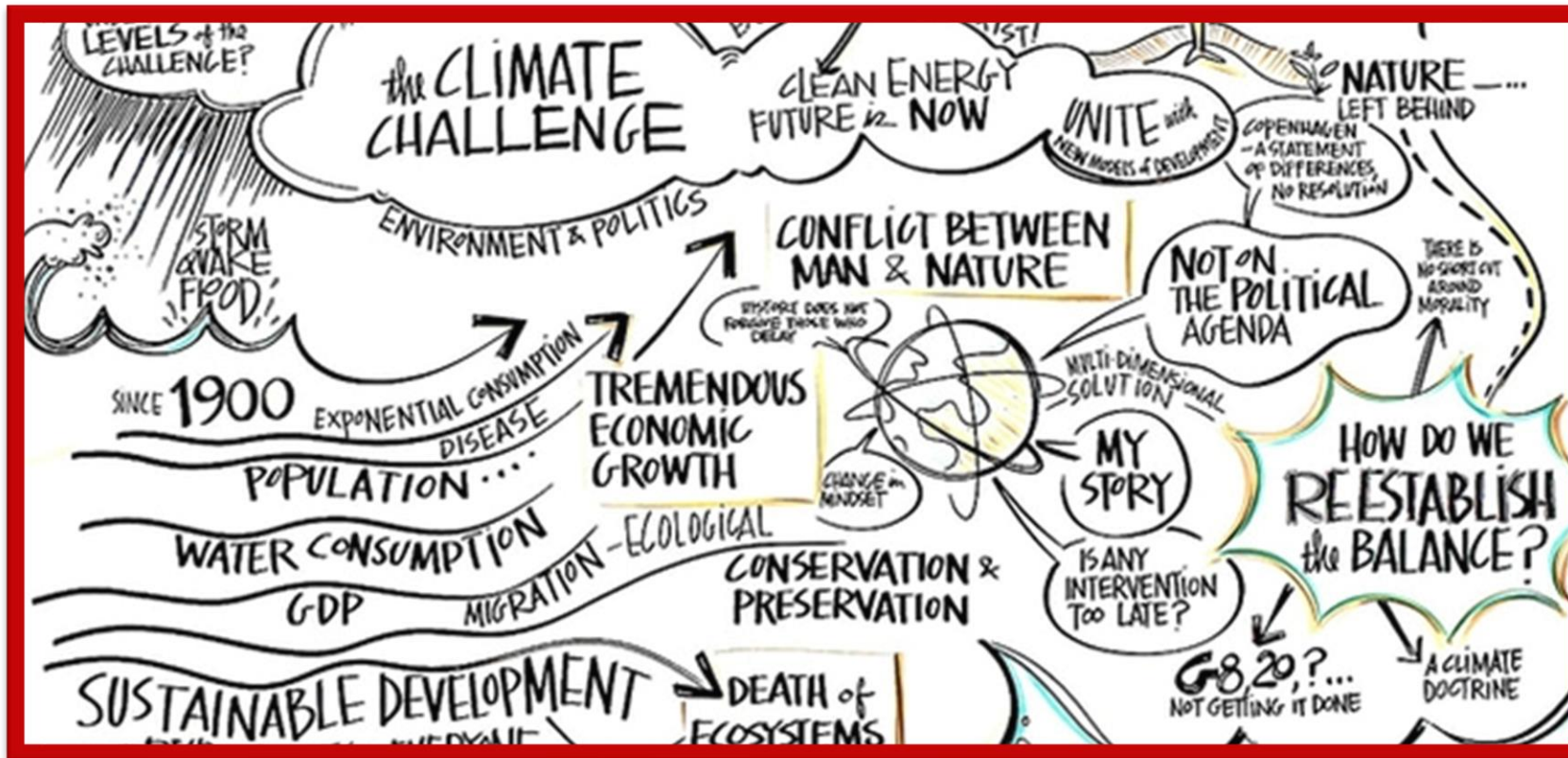
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# Messy problems

## Intervention methodology & managing messy problems



Prepares you for

dealing with  
complexity  
&  
and messy  
problems

in organisations  
and policy

Issue's roots are complex and tangled

Is difficult to understand and changes with every attempt to address it

There's nothing to indicate the right answer to the problem.

Challenge has no precedent (solutions lead to unexpected consequences)

Involves many stakeholders

## Messy problem

### Stakeholders:

- Different perceptions, goals, power: conflict.
- Diverse views for the decisions: biased interpretation.

### How they happen?

- Social context with high complexity creating a great disagreement among stakeholders.

### How to approach it?

Structured participatory process: systemic approach with uncertain properties, involves stakeholders with different perspectives, interest and power.

## Video

<https://www.youtube.com/watch?v=Vyt1HdR4uLw>



Make notes  
and discuss  
with your  
team why  
this is a  
messy  
problem

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# Literature Intervention methodology

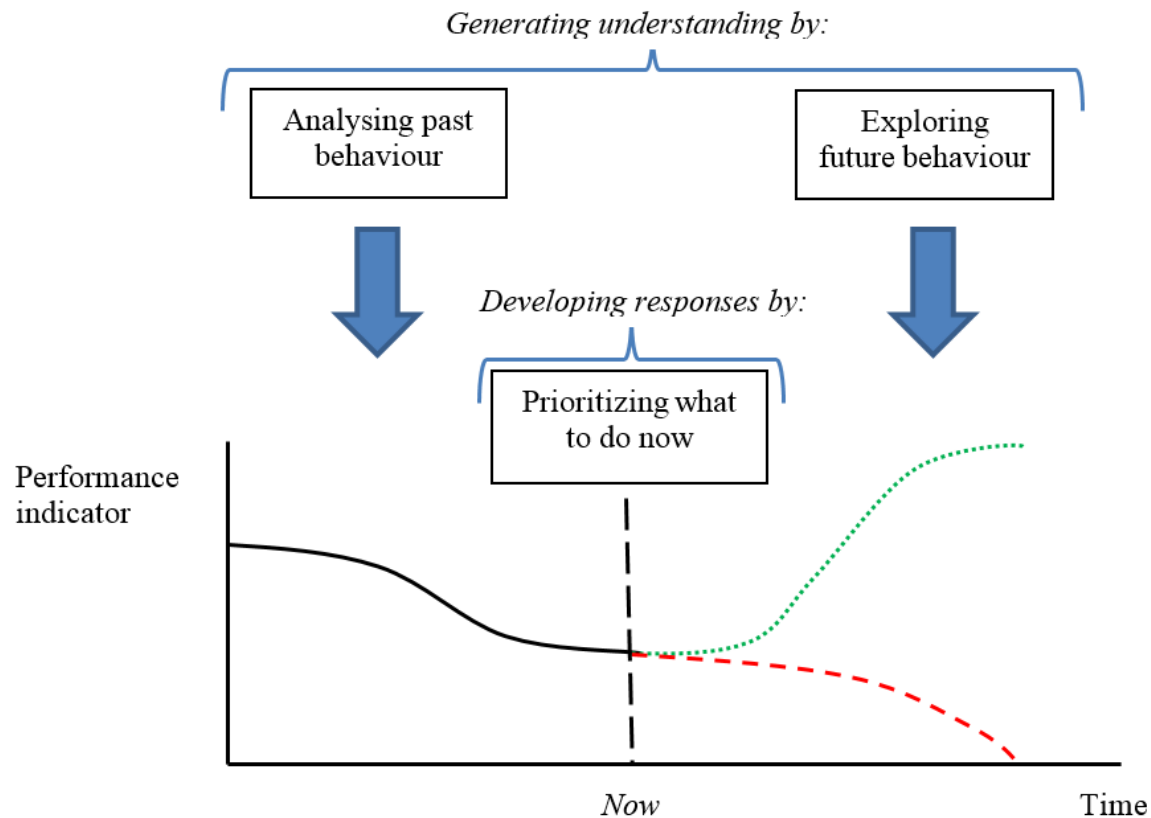
Decision making: Chapters 1 and 2

Basic methods (including brainstorming): Chapter 3

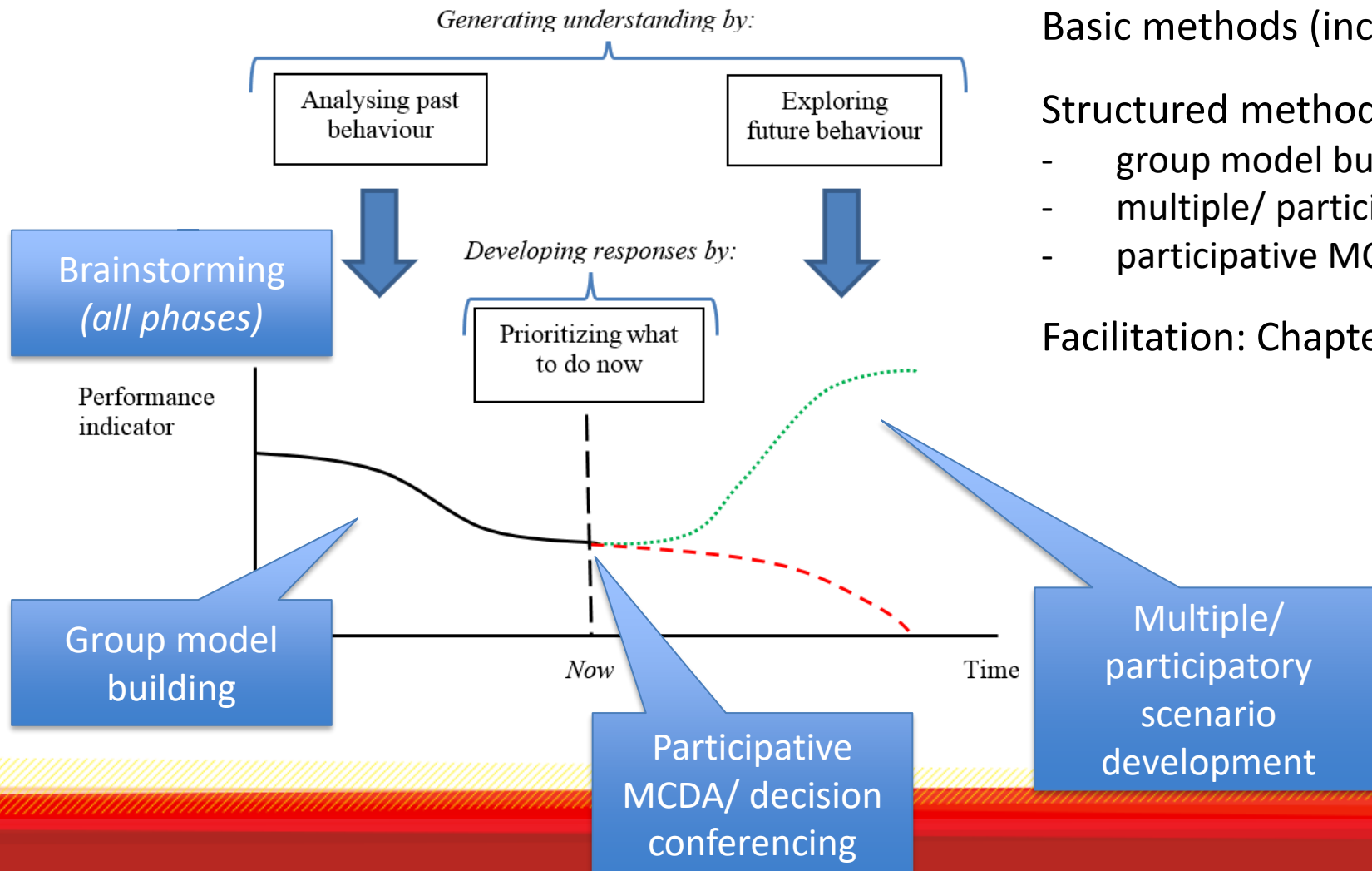
Structured methods

- group model building: Chapter 4
- multiple/ participatory scenario development: Chapter 6
- participative MCDA/ decision conferencing: Chapter 10

Facilitation: Chapters 13 and 14



# Literature Intervention methodology



Decision making: Chapters 1 and 2

Basic methods (including brainstorming): Chapter 3

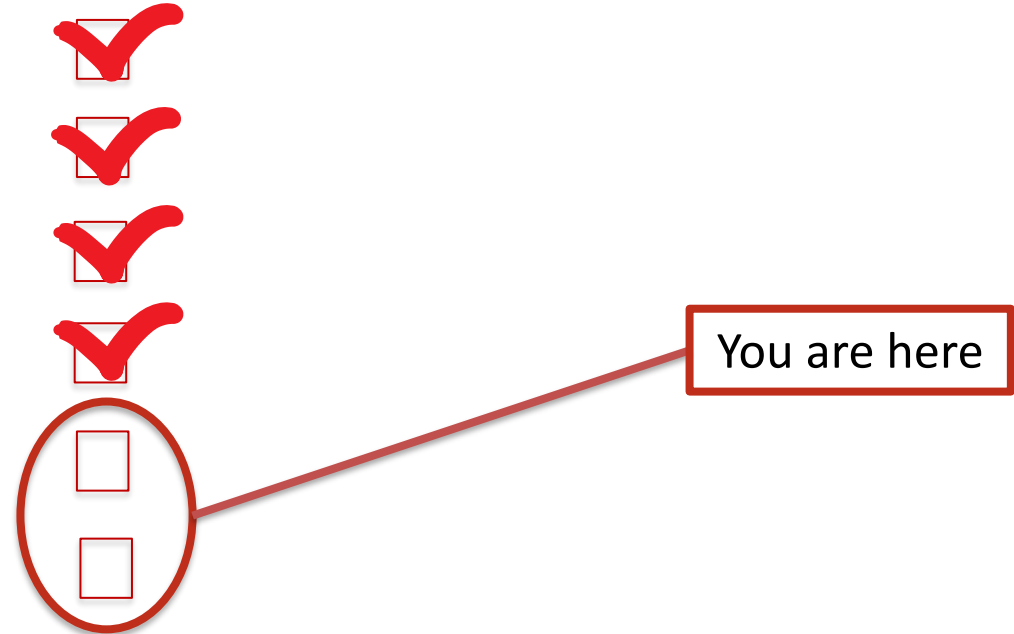
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Facilitation: Chapters 13 and 14

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## Roadmap (Information flow) between the methods

### Brainstorming

- Design a brainstorming session according to best practices in the literature
- Keep in mind what phase of the intervention cycle you are in
- Collection of ideas (on)
- Clustering of similar topics

### GMB

- Make a connection with the previous session
- Use information from Brainstorming
- Keep in mind that GMB is about analyzing the problem, so variables should be about causes and consequences
- Do an additional NGT to collect more relevant variables

### PSD

- Make a connection with the previous sessions
- Keep in mind what PSD is for and frame the problem for the client accordingly
- The variables from previous sessions will be mostly transactional, while you now need contextual trends and developments: organize a brainstorm

### Participatory MCDA

- Make a connection with the previous sessions
- Keep in mind what MCDA is for and frame the problem for the client accordingly
- If the PSD session did not generate policy options, create them yourselves beforehand and use them in the session

# Brainstorming

- **Definition:** A group problem-solving method that involves the spontaneous contribution of creative ideas and solutions. This technique requires intensive, freewheeling discussion and every member of the group is encouraged to think aloud and suggest as many ideas as possible.
- **Steps:** According to Etienne Rouwette and Alberto Franco, Reader 2015
  - Describe issue at hand and rules of participation (e.g. no judging of ideas, numbers of ideas breed quality)
  - Present and Reformulation of the problem
  - Warm up (with easy examples e.g. possible holiday ideas)
  - Note down ideas (Group nominal technique)
  - Use wildcard round to generate the wildest ideas
- **More on best practices:**
  - Course Reader p. 27-29, Appendix p. 186-188
  - Brainstorming: Paulus P. and Kenworthy J., 2019. Effective Brainstorming.

# Messy problems (Draw)

	A	B	C
Topic	Waiting list for a surgery	Healthy eating without getting sick	Suicide: freedom to choose and help others?
Client	Radboud UMC	Minister of health	DonorRegister.NL
Problem	The pressure on available space for surgery in the Netherlands is great, especially in combination with reduced personnel (specialist: doctors, nurses, technicians that support hospitals), burnout, nobody wants to study this or migration (not at this level, regulations make others do not fit the profiles needed). It is difficult to find a solution without compromising something else, e.g., budget of the hospital or health system.	The Minister of health is facing a huge difficulty. Many people are trying to be sustainable with the environment and decided to consume less meat but also less in many necessary nutrients. Maybe the lack of knowledge of how to eat or make combinations of food. Maybe that people are less sportive is causing this. Or even, that people are less outside to socialize, and depression is causing this. All in all, after some time, is causing problems being faced, people are turning to be more fragile and sicker which is costing a lot to the hospitals.	Many people commit suicide every year and numbers are growing. In the Netherlands, there is a proposal to make suicide a legal choice to avoid costs of suicide to others: family members suffering but also paying for the cost of suicide. Mental issues for the ones that saw the suicide like the train driver, etc. Eutanasia for suiciders is a controversial topic. On the other hand, this could be an alternative for many that are expecting the donation of an organ. How ethical would it be to ask suiciders in advance to donate their organs and plan accordingly to not damage them? Would it be feasible to combine the suicide with an organ program at managerial level?
	The Radboud UMC has asked three consultancy firms how they can help them. Your group is one of those consulting firms.	Minister of health has asked three consultancy firms how they can help them. Your group is one of those consulting firms.	DonorRegister.NL asked three consultancy firms how they could help them. Your group is one of those consulting firms.

## Steps for facilitation teams

1. Establishment of consultancy firm
2. Read the literature about your method
3. Find more information about the messy problem and your client
4. Write a project proposal
5. Summarize this in a pitch of 15-20 minutes.

### **Pitch Content:**

- Situational analysis (stats & facts)
  - Problem and research question
  - Theory about the method
  - Intervention process (storyboard)
6. Take the feedback into account in the preparation of your facilitation session
  7. If possible, include the data from previous sessions in your preparation

# Start

**DRAW CASE FOR YOUR GROUP (16, 17, 18)**

## **START WITH YOUR CONSULTANCY FIRM**

Meet your colleagues

Come up with a name for your agency

Search or create a logo

Make agreements via the team contract

Immerse yourself in the case of your group



# Work a topic through the different intervention methods

<i>Method</i>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
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<i>MCDA</i>	Team 1-4	Team 2-4	Team 3-4

1. Topic for group 1: xxxx
2. Topic for group 2: xxxx
3. Topic for group 3: xxxx

# Questions?





# SUCCES!