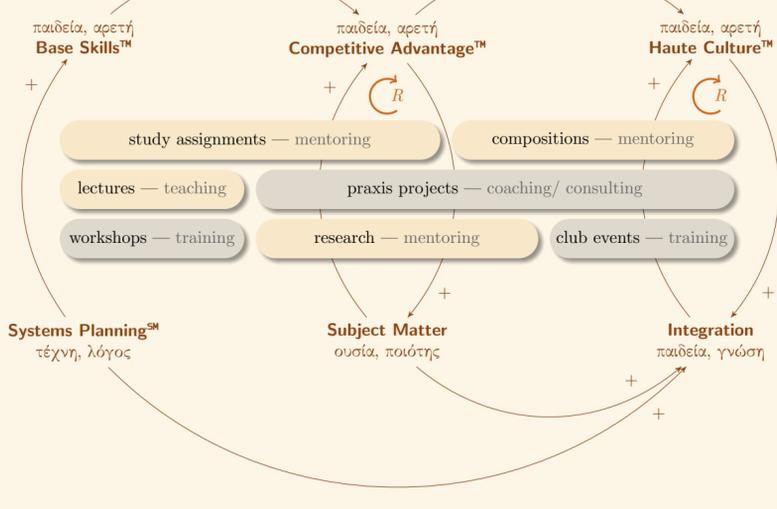


Note

Systems PlanningSM invests in the *holistic development* of individuals as well as the community (Perdicoulis, 2014d), starting with Base SkillsTM (§ 4), progressing through to a Competitive AdvantageTM (§ 3), and eventually reaching an Haute CultureTM (§ 2). All this investment presupposes that people consciously and continuously want to achieve better states of themselves, have natural curiosity and drive, and work methodically — e.g. enquire, study, research, and practise regularly (Perdicoulis, 2014e).

1 Development



Development programme; upper tier: Classic EducationSM; lower tier: Integrated KnowledgeSM (Perdicoulis, 2016b); Greek terms defined in Perdicoulis, 2014d

BUILDING CULTURED COMPETENCE^a

Model — Inspired by Plato’s *Academy*, Aristotle’s *Lyceum*, and Renaissance humanism, Systems PlanningSM education is broad (e.g. methodology, culture, philosophy) as much as it is deep (e.g. science and/ or engineering specialisations) and delivered at a ‘human scale’ (i.e. close to people) via worldwide networking and knowledge — i.e. *think globally, act locally*.

Experience — Guided by the insightful SF2TM vision^b, Systems PlanningSM has rare privileges such as working with visible and examinable reasoning, understanding, and knowledge, being able to ‘zoom in and out’ between specifics and the ‘big picture’, and coming to terms with change and uncertainty — all needed for Competitive AdvantageTM (§ 3).

Contrast — Mainstream schools take ‘non-system’ approaches to knowledge (e.g. data-based) and competences (e.g. single-track), and offer certificates of ‘ranked’ prestige. Fellow ‘system’ schools cut to the chase through analysis, simulation, and/ or creativity, but are not as comprehensive as Systems PlanningSM (e.g. problem structure).

Merit — Systems PlanningSM is to be appreciated by curious and uninhibited thinkers, *passionate about perfection*^c, wishing to develop an ‘integrated multi-dimensional maturity’, or Haute CultureTM (§ 2), with a stance of *unassuming confidence*^d. Merit lies in one’s attitude, ideas, competence, and conduct — i.e. their true preparation for life.

^a Differentiation manifesto (Perdicoulis, 2016a)
^b Vision technical folio (Perdicoulis, 2014b)
^c Drive operating principle (Perdicoulis, 2016a)
^d Stance operating principle (Perdicoulis, 2016a)

2 Apogée: Haute CultureTM

At the most advanced level of holistic development, Systems PlanningSM creates, promotes, enjoys, and radiates an *integrated^a multi-dimensional^b maturity^c* designated as **Haute CultureTM**, which epitomises *the art of efficiencyTM* (Perdicoulis, 2014a).

^a Integration: holistic mindset and subject-matter approach (§ 2.1)
^b Multi-dimensionality: broad-spectrum capacity (§ 2.2)
^c Maturity: intellectual sophistication (§ 2.3)

2.1 Integration

- HUMAN VALUES AND SCALE (Perdicoulis, 2014a)
- ASSIMILATED BASE SKILLSTM (§ 4)
- COHERENT MULTI-SUBJECT KNOWLEDGE
- DEEP AND BROAD UNDERSTANDING
- ROUNDED HANDS-ON EXPERIENCE

2.2 Multi-dimensionality

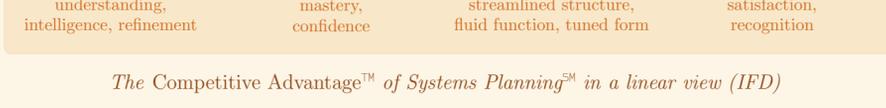
- DYNAMIC SITUATIONS
- CONCURRENT STAKEHOLDERS
- ‘STRUCTURE-FORM-FUNCTION’ VIEWS
- ‘SYSTEM-PROCESS-PLAN’ PERSPECTIVES
- ‘SCIENCE-ENGINEERING-HUMANITIES’ CONVENTIONS

2.3 Maturity

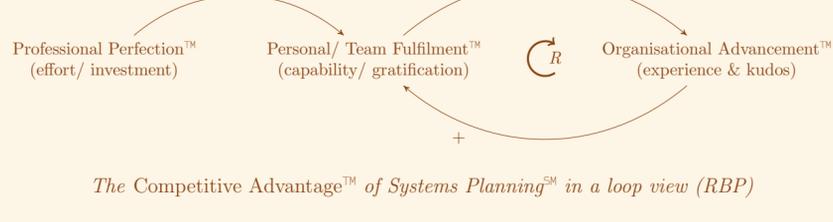
- CLEAR, CRITICAL REASONING
- SUCCINCT, AD REM SPEAKING
- CONCISE, WORD-PERFECT WRITING
- EMOTIONAL INTELLIGENCE/ DECORUM
- CONSTRUCTIVE COLLABORATION

3 Dynamic Engagement: Competitive AdvantageTM

At a practical and focussed level, often associated with a specific subject matter, Systems PlanningSM puts *the art of efficiencyTM* (Perdicoulis, 2014a) through its paces by means of a *dynamic engagement of effort, capability, and kudos* designated as **Competitive AdvantageTM**.



The Competitive AdvantageTM of Systems PlanningSM in a linear view (IFD)



The Competitive AdvantageTM of Systems PlanningSM in a loop view (RBP)

3.1 Professional PerfectionTM

- UNDERSTANDING Perceiving^a the significance, explanation, or cause of a situation or object
- INTELLIGENCE The ability or capacity to acquire and apply knowledge and skills
- REFINEMENT Removing unwanted elements; making minor changes so as to improve^b or clarify^b

^a i.e. being aware of, coming to realise
^b i.e. with reference to mental models

3.2 Personal/ Team FulfilmentTM

- MASTERY Having comprehensive knowledge and/ or skills^a
- CONFIDENCE Self-assurance arising from an appreciation of one’s own abilities or qualities^b
- SATISFACTION Pleasure derived from the achievement of one’s wishes, expectations, or needs^c
- RECOGNITION Appreciation or acclaim for an achievement, service, or ability^d

^a e.g. a capacitating state for a service provider, but a gratifying state for a client
^b *idem*
^c e.g. a gratifying state for most, but capacitating (e.g. motivation) for the next round of activities
^d *idem*

3.3 Organisational AdvancementTM

- STREAMLINED STRUCTURE Simplified, yet robust and effective^a
- FLUID FUNCTION Smoothly elegant/ graceful
- TUNED FORM Adjusted to a particular purpose or situation

^a i.e. capable of producing the intended outcome

THE SOUND OF SUCCESS^a

Professional PerfectionTM — ‘The RBPTM made us realise some important hidden assumptions [*understanding*]. After a few versions of the RBPTM we could see clearly our aims, leverage points, and their links [*refinement*]. Working with diagrams, we learned to think in a more organised and much more efficient manner [*intelligence*].’

Personal/ Team FulfilmentTM — ‘In the RBPTM we managed to establish the missing relations among the SWOT points [*mastery*]. By simulating the alternative strategies in the DCDTM we made a confident decision [*confidence*]. Discovering intelligent solutions to difficult problems is always rewarding [*satisfaction*]. And since true ‘out-of-the-box’ thinking is rare and difficult, we received praise for our achievements [*recognition*].’

Organisational AdvancementTM — ‘With the help of the CPDTM we made our operations more agile [*fluid function*]. With the DCDTM we streamlined our institutional strategy [*streamlined structure*]. And with the help of the CPDTM we re-shaped our departments and their communication channels [*tuned form*].’

^a Simulated illustration of Competitive AdvantageTM

4 Groundwork: Base SkillsTM

4.1 Primer

- BE INQUISITIVE AND CRITICAL — ask ‘why?’ and ‘how?’
- BE ORGANISED — master structure and method
- BE METICULOUS — explain ‘with all the steps’
- BE ABLE TO WORK conceptually and practically

4.2 Action

- BE ABLE TO DEFINE a problem precisely
- BE ABLE TO ‘SEE’ patterns and relationships
- BE DEMANDING TO UNDERSTAND ‘how things work’
- BE ABLE TO SEEK solutions creatively — beyond the obvious

4.3 Acumen

- BE ABLE TO TELL what is pertinent (and what is not) in each case
- BE COMFORTABLE WITH ASSESSMENT — know your references
- BE CLEAR about the decision-making model to use
- BE BOLD enough to ‘stick to’ a decision

4.4 Connection

- BE AWARE of all the interested parties
- BE RECEPTIVE — ‘listen’ to everyone with attention
- BE OPEN ABOUT REASONING — draw all mental models
- BE COMFORTABLE WITH ALL MEDIA — both classic and modern

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