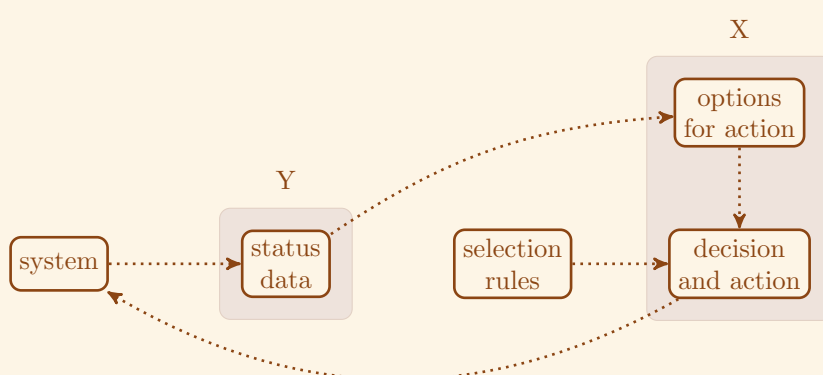


## Note

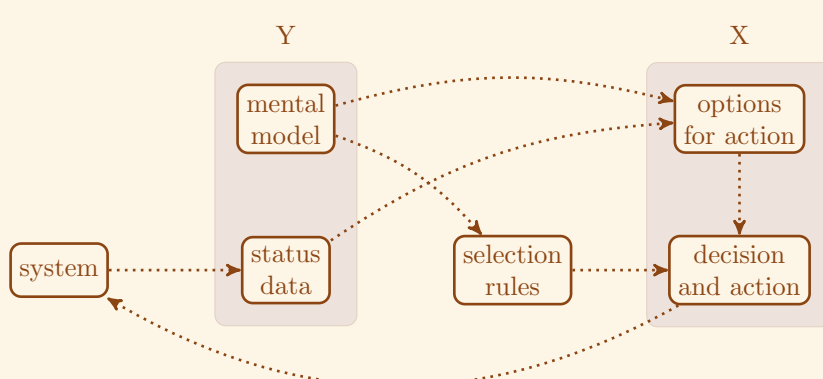
The famous schools of strategy (Mintzberg et al., 1998) correspond to different learning models (Perdicoulis, 2010). The negotiation-based *Power* and the chameleon-like *Configuration* schools are not contemplated due to their inherent flexibility and/ or adaptability, while the *Cognitive* school is the only one that comes close to Systems Planning<sup>SM</sup> (Perdicoulis, 2014e).

## 1 Data



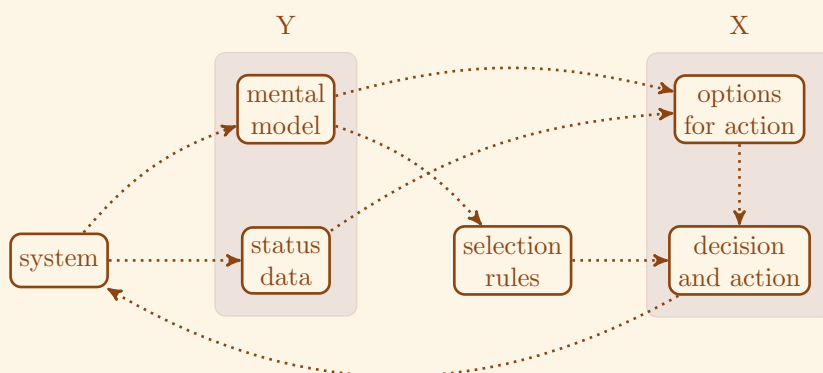
The ‘data’ learning model (Perdicoulis, 2010, pp.36–38) — Design, Planning, and Positioning schools (Mintzberg et al., 1998); single-loop classification (Argyris, 1982)

## 2 Imprinted



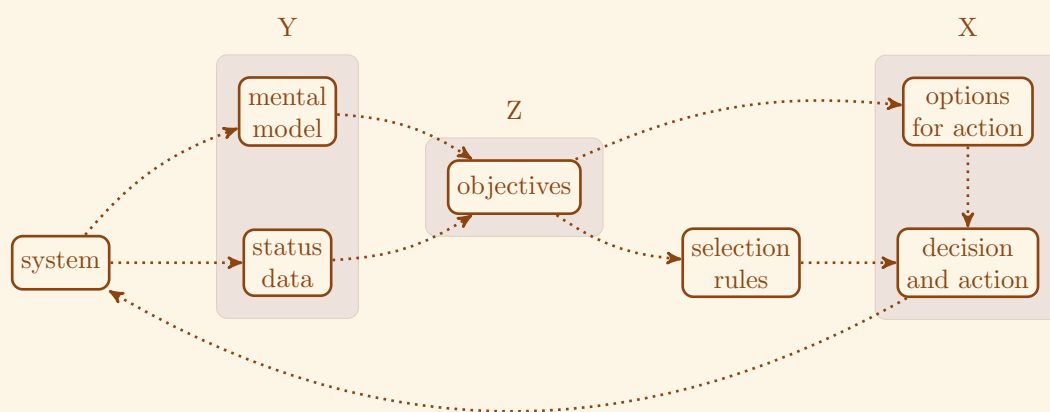
The ‘imprinted’ learning model (Perdicoulis, 2010, pp.37–40) — Entrepreneurial and Learning schools (Mintzberg et al., 1998); single-loop classification (Argyris, 1982)

## 3 Deeper



The ‘deeper’ learning model (Perdicoulis, 2010, pp.40–42) — Cultural and Environmental schools (Mintzberg et al., 1998); double-loop classification (Argyris, 1982)

## 4 Systems



The ‘systems’ learning model (Perdicoulis, 2010, pp.42–44) — Cognitive school (Mintzberg et al., 1998); double-loop classification (Argyris, 1982)

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