

Note

Systems PlanningSM guidelines for working with conceptual models — e.g. creating (i.e. coding), interpreting (i.e. decoding), editing, commenting. Broader practical guidance is issued in the form of *differentiation manifestos* per field — i.e. organisation/ system, operation/ process, and design/ plan (Perdicoulis, 2015b).

1 Perspectives

1.1 Scale

IMPORTANCE Zoom in to see an object in more detail, or zoom out to see the wider picture

RELEVANCE Space; time; action (e.g. strategy–tactics)

1.2 Scope

IMPORTANCE Select the most relevant information to consider in a view or a case

RELEVANCE System (e.g. modelling); problem (e.g. definition)

1.3 Hierarchy

IMPORTANCE Demonstrate dependencies above and below the tier of the object of interest

RELEVANCE Action (e.g. policy–plans–programmes–projects); employees (e.g. supervisor–clerk)

1.4 Sequence

IMPORTANCE Show the order in which things follow each other, often with relations of (protocol or natural) dependency

RELEVANCE Action (e.g. tasks and outcomes in a project)

1.5 Causality

IMPORTANCE Demonstrate causal pathways (Perdicoulis, 2019, 2014a)

MODE 1: PHYSICAL/ NATURAL From cause to effect (understanding, explanation)

MODE 2: LOGICAL/ REVERSE From effect to cause (discovery, planning)

RELEVANCE The (intended and not intended) outcomes of policies, plans, or projects

1.6 Leverage

IMPORTANCE Identify the system elements^a where action is necessary or could be more effective (e.g. in loop ‘engines’)

RELEVANCE Action (e.g. plan preparation from an RBP study)

1.7 Grouping

IMPORTANCE Identify model elements with similar characteristics

RELEVANCE Zoom-out/ zoom-in exercises

^a Optionally assessed and labelled as ‘strong’ or ‘weak’ — v. Graphic SWOT™ (Perdicoulis, 2015a)

2 Prompts

REFERENCES ARE UNIQUE

Do not duplicate references: use links or ‘pointers’ to the originals

THE TYPE OF EACH DIAGRAM MUST BE CLEARLY STATED

e.g. a process as CPD, or a system as RBP

QUALITATIVE SIMULATION IS QUITE ABSORBING

through ‘manual’ accompaniment and note taking

REDUCING INFORMATION WITH INDICES HAS NO EASY WAY BACK

Take notes, make diagrams, etc.

NEVER PUT ANYTHING WHERE YOU CANNOT TAKE IT OUT OF

Special warning for the case of indices

INDICATORS ENCOURAGE ‘POINT THINKING’

To obtain a system, add the missing causal relations

3 Modes of use

DESCRIPTIVE Explain or understand — e.g. state/ inform ‘how things are’

PREDICTIVE Conceive likely scenarios — e.g. forecast/ guess ‘how things could be’

NORMATIVE Convince — e.g. claim/ argue ‘how things ought to be’

4 Corroboration/ Confidence

PROBLEM FORMULATION e.g. by XPD_[M] (Perdicoulis, 2014b)

QUALITATIVE SIMULATION e.g. by QSM_[M] (Perdicoulis, 2014b)

REASONING MODEL REVIEW e.g. by DMA_[M] (Perdicoulis, 2014b)

EFFICIENCY ASSESSMENT e.g. by EFI_[M] (Perdicoulis, 2014b)

PUBLIC ASSESSMENT e.g. by *un-biased* specialists or general public (Perdicoulis, 2014d)

Bibliography

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