

Note

The *development divisions* of Systems PlanningSM — **Research Lab**SM (§1), **Planning Studio**SM (§2), and **Systems School**SM (§3) — cater to the three *operations* of the academic métier: innovation, praxis, and education.

The experience gained with the operations is extended to the wider community through (a) *applications* managed by an executive interface (**Blueprint Executive**SM (Perdicoulis, 2016b)) and (b) *publications* curated by an independent scholarly venture (**Perdicoulis Publishing**SM (Perdicoulis, 2014c)).

1 Research LabSM — Innovation

1.1 Identity

DESIGNATION Innovation division of Systems PlanningSM

DUTY *Set the foundation* — develop methods and techniques (§1.2) in a ‘live lab’ (§1.3)

EVIDENCE OF SUCCESS Easy-to-apply and effective planning methods and techniques; community links/ involvement

1.2 Technical Advance

DEVELOP FIT-FOR-PURPOSE MEANS THROUGH RESEARCH — e.g. methodology (Perdicoulis, 2014b), language/ techniques (Perdicoulis, 2014a)

1.3 Human Advance

DEVELOP THE COMMUNITY THROUGH ITS DYNAMICS — e.g. outreach/ missions (Perdicoulis, 2014g), network (Perdicoulis, 2014m)

1.4 Outreach Support

Academic ActivismSM Community awareness in a reflective mode (Perdicoulis, 2014g, 2015)

Outreach SeminarsSM Explanatory and/ or motivational talks (Perdicoulis, 2014g, 2015)

1.5 Guidelines

DEPLOYMENT Routines (e.g. e-book production, moderated group modelling, prototype modelling); Software ensemble (e.g. digital typesetting, web development, visual diagramming)

QUALITY *Competences* and *Publishing* technical folios (Perdicoulis, 2014d,c)

2 Planning StudioSM — Praxis

2.1 Identity

DESIGNATION Praxis division of Systems PlanningSM

DUTY *Constitute experience* — develop know-how on prototyping, review, and revision (§ 2.2) applicable to systems, processes, and plans (Perdicoulis, 2014j)

EVIDENCE OF SUCCESS Comprehension of dynamics (‘how things work’); structured problem; effective solutions (simulation)

2.2 Undertakings — Projects

PROTOTYPING *Creation of content (ideas)* with displayed reasoning, in appropriate communication media — conception and formalisation of *new* mental models of systems, processes, or action initiatives (e.g. projects, plans, policies, strategies)

REVIEW *Discovery of shortcomings* in the (a) content and/ or (b) reasoning and communication — diagramming and qualitative simulation of *documented* mental models of systems, processes, or action initiatives (e.g. projects, plans, policies, strategies)

REVISION *Rectification of shortcomings* in the (a) content and/ or (b) reasoning and communication of *reviewed* mental models

2.3 Application Support

Boutique ConsultingSM Praxis project guidance in a *facilitative* mode (Perdicoulis, 2015)

Cognitive CoachingSM Praxis project guidance in a *counselling* mode (Perdicoulis, 2015)

2.4 Guidelines

REFERENCES Technical folios (e.g. Vision, Competences, Modelling, Research, Science, Office); Lab journals (e.g. *Systems Planner* ‘practice lab’, *oestros* ‘community lab’)

QUALITY *Competences* and *Office* technical folios (Perdicoulis, 2014d, 2016b)

3 Systems SchoolSM — Education

3.1 Identity

DESIGNATION Education division of Systems PlanningSM

DUTY *Develop competences* — teach (§3.2) and mentor (§3.3) in Systems PlanningSM

EVIDENCE OF SUCCESS Planning competences (Perdicoulis, 2014d); study and apprenticeship

3.2 Teaching

CURRICULAR MODE Formal academic groupwork such as lectures or practical (‘lab’) classes

NON-CURRICULAR SCHOLARLY ENVIRONMENTS — e.g. *The Classics Club*SM or *The Drawing Club*SM; seminars; conferences

PROTOCOL Syllabus (curricular mode); schedule (non-curricular mode)

3.3 Mentoring

GUIDANCE to academic work (e.g. class assignments, dissertations/ theses) in a *reflective* mode

RESOURCES — e.g. reading lists, file templates, guidance folios

PROTOCOL Preparation; student-guided interactive session

3.4 Training Support

Specialist WorkshopsSM Learning Systems PlanningSM *per task* (Perdicoulis, 2014h, 2015)

Scholarly ClubsSM The Classics ClubTM, The Writing ClubTM, etc. (Perdicoulis, 2014i, 2015)

3.5 Guidelines

READING LISTS Books, journals, articles, repositories, notes, legal documents

QUALITY *Competences* and *Teaching* technical folios (Perdicoulis, 2014d, 2016a)

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