The ‘systems’ learning variant (Perdicoúlis, 2010) — Cognitive school (Mintzberg et al., 1998, pp.42–44) — and ideally represents understanding of the operation (X–Z data) (e.g. creative, adjustable, robust).

Consequently, common sense assertions are indicated in terms of the effectiveness of the operation (Z–Z uncertainty) or the efficacy of an action (X–Z decision). When centred around a mental model and selection rules, the ‘systems’ variant lends itself to learning but is somewhat uncertain to drive (i.e. lack of ‘Z’ focus).

The ‘data’ learning variant (Perdicoúlis, 2010, pp.36–38) — Design, Planning, and Positioning schools (Mintzberg et al., 1998); single-loop classification (Argyris, 1982), and commented for their provisions about the making of strategy (Perdicoúlis, 2014e).

The ‘imprinted’ learning variant (Perdicoúlis, 2010, pp.37–40) — Entrepreneurial and Learning schools are not contemplated due to their inherent flexibility and/or dynamic nature.

The ‘dynamic’ learning variant (Perdicoúlis, 2010, pp.40–42) — and is quite fun to drive (i.e. lack of ‘Z’ focus).

The ‘static’ learning variant (Perdicoúlis, 2010, pp.35–37) — and is somewhat uncertain to drive (i.e. lack of ‘Z’ focus).


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