Development Programme
**CONCERNS**

Tending to reality (ουσία) through holistic excellence (αρετή), knowledge (γνώση), know-how (τέχνη), and cognitive capacity (λόγος).

**SYSTEMS PLANNING**

Curated cooperative quest for the art of efficiency™ with regard to human activities and constructs — e.g. plans, their preparation, and respective systems (p.5)

Materialises as a holistic conduct platform™ (systemsplanning.org) that prizes and promotes shared understanding as well as stakeholder competences

Established in 2012, after two decades of applied R&D in strategic planning and System Dynamics

**DEVELOPMENT PROGRAMME**

DESCRIPTION

The SPDP™ brings the art of efficiency™ to organisations (p:4) by creating Competitive Advantage™ (p.9) in their subject matter (p.4) through a coordinated set of complementary activities (pp.6-7)

DIRECTOR

Anastassios Perdicos, PhD (tasso@systemsplanning.org) founder and trustee, Systems Planning™; assistant professor, ECT-UTAD, PT; senior researcher, CITTA-FEUP, PT; visiting researcher, OISD, UK

TEAM

Supervision — director, placement supervisor (sending organisation)

Thematic specialists — by invitation

ADMINISTRATION

Accreditation — relevant professional body (field-specific/ professional perspective); host institution (academic perspective)

Academic Services — host institution (e.g. candidature, admissions, registration, examinations, certificates, records)
APPLICANTS

LOGISTICS
Admissions — one to ten active professionals p.a.

Candidature — profile and statement of intent (1–2 pages) plus interview

Fees — sending organisation

PROFILE
Curiosity to understand ‘how things work’ — innate or induced

Freedom to make things right’ — e.g. capacity, determination, authority

Base Skills (p.8) at an initial level (to be reinforced)

Subject Matter: experience from work (v. Professional fields, Industries)

ORGANISATIONS

PROFESSIONAL FIELDS
Organisation [system-centric]
  e.g. governance/ administration

Operation [process-centric]
  e.g. plan/ project management

Design [plan-centric]
  e.g. sectoral/ strategic planning

INDUSTRIES
Core — e.g. urban/ regional planning, business administration, project management, information management, environmental planning

Extended — e.g. science, engineering, medicine, law, journalism, literature, cuisine, wellbeing

OBJECTS
System — a set of interacting elements forming ‘a whole’ (e.g. city, state, enterprise, ‘situation’), represented in ‘element-relationship’ diagrams (e.g. RBP®)

Process — a sequence of actions and states (e.g. operation, project, ‘activity’), represented in ‘action-state’ diagrams (e.g. CPD®, EPD®)

Plan — a justified proposal for action (e.g. business plan, corporate policy, institutional strategy), represented in descriptive causal diagrams (DCD®) as dynamic arrangements of ‘concern-intent-action-outcome’

BUILDING CULTURED COMPETENCE

Model — Inspired by Plato’s Academy, Aristotle’s Lyceum, and Renaissance humanism, Systems Planning® 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’ via worldwide networking and knowledge — i.e. ‘think globally, act locally’.

Experience — Guided by the insightful SF2® vision, Systems Planning® has rare privileges such as working with visible and examineable 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 Advantage®

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 a rare not as comprehensive as Systems Planning® (e.g. problem structure).

Merit — Systems Planning® is to be appreciated by curious and uninhibited thinkers, passionate about perfection®, wishing to develop an ‘integrated multi-dimensional maturity’, or Haute Culture®, with a stance of unassuming confidence®. Merit lies in one’s attitude, ideas, competence, and conduct — i.e. their true preparation for life.
DYNAMICS

ACTIVITIES

TEACHING – SCHOLARLY EXPOSITION

Insight Lectures\textsuperscript{SM} series of educational talks e.g. praxis, theory

Outreach Seminars\textsuperscript{SM} explanatory/ motivational talks e.g. academia, praxis

TRAINING – SIMULATED ENVIRONMENTS

Specialist Workshops\textsuperscript{SM} training sessions e.g. entry-level, masterclass

Scholarly Clubs\textsuperscript{SM} culture/ integration events e.g. art, philosophy, discourse

CONTEMPLATION – GUIDANCE IN A REFLECTIVE MODE

Academic Mentoring\textsuperscript{SM} academic guidance e.g. assignments, research

Academic Activism\textsuperscript{SM} community awareness e.g. situations, resolutions

COMPLEMENTATION – GUIDANCE IN A FACILITATIVE/COUNSELLING MODE

Cognitive Coaching\textsuperscript{SM} empowering facilitation e.g. discovery, understanding

Boutique Consulting\textsuperscript{SM} advanced counselling e.g. culture, perspectives
BASE SKILLS

The advanced competences — Competive Advantage™ and Haute Culture™ — depend on a groundwork of Base Skills™ prepared with diligence (e.g. formal study, applications, mentoring).

Primer — Be inquisitive / critical (why? how?); organised (e.g. structure, method); meticulous (e.g. explain ‘with all the steps’); and able to work both conceptually and practically (i.e. zoom out/zoom in).

Action — Be able to define a problem precisely and to ‘see’ patterns and relationships; be demanding to understand ‘how things work’; be able to seek solutions creatively (i.e. beyond the obvious).

Accums — Be able to tell what is pertinent (and what is not) in each case; be comfortable with assessment (e.g. know your references); be clear about the decision-making model to use; be bold enough to ‘stick to a decision’.

Communication — Be aware of all the interested parties; be receptive (i.e. listen to everyone with attention); be open about reasoning (i.e. draw all mental models); be comfortable with all media, both classic and modern.

COMPETITIVE ADVANTAGE

At a practical and focussed level, Systems Planning™ creates dynamic autonomy as Competitive Advantage™.

Professional Perfection™ — “The RBP™ made us realise some important hidden assumptions [understanding]. After a few versions of the RBP™ 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 Fulfillment™ — “In the RBP™ we managed to establish the missing relations among the SWOT points [mastery]. By simulating the alternative strategies in the DCD™ 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 Advancement™ — “With the help of the CPD™ we made our operations more agile [fluid function]. With the DCD™ we streamlined our institutional strategy [streamlined structure]. And with the help of the CPD™ we re-shaped our departments and their communication channels [tuned form].”
ACHIEVEMENT

Systems Planning\(^4\) has a greater contribution at the upper tiers of intellectual achievement — namely, understanding (e.g. causal explanations) and experiential, hands-on knowledge.

<table>
<thead>
<tr>
<th>TIERS</th>
<th>QUANTA</th>
<th>ACHIEVEMENT</th>
<th>VALUE - STORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>strategic</td>
<td>knowledge</td>
<td>the full experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>human memory, memoirs</td>
</tr>
<tr>
<td>3</td>
<td>strategic</td>
<td>understanding</td>
<td>explanation/mechanisms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scientific articles, books</td>
</tr>
<tr>
<td>2</td>
<td>tactic</td>
<td>interpretation/meaning</td>
<td>business reports, newspapers</td>
</tr>
<tr>
<td>1</td>
<td>tactic</td>
<td>data</td>
<td>facts/objective reality</td>
</tr>
</tbody>
</table>

Thesis — in association with the sending organisation
Publications — in digital and/or print media (ethical publisher)

HAUTE CULTURE

At the apogée of holistic development, Systems Planning\(^4\) creates, promotes, enjoys, and radiates an integrated multi-dimensional maturity designated as Haute Culture\(^4\), epitomising the art of efficiency\(^4\).

Integration — holistic mindset and subject-matter approach with human values (e.g. justice, ethics, the common good) and scale (e.g. for reasoning, reflection, appreciation, living experience, intervention), assimilated base skills, coherent multi-subject knowledge, deep and broad understanding (e.g. perspectives and causal mechanisms), rounded hands-on experience

Multi-dimensionality — broad-spectrum capacity to deal with dynamic situations, concurrent stakeholders, ‘structure-form-function’ (SF\(^2\)\(^TM\)) views, ‘system-process-plan’ perspectives, ‘science-engineering-humanities’ conventions

Maturity — intellectual sophistication with clear and critical reasoning, succinct and ad-rem speaking, concise and word-perfect writing, emotional intelligence/ decorum, and constructive collaboration

Ref: Niche technical folio
Ref: Competences technical folio