The famous schools of strategy (Mintzberg et al., 1998) correspond to different learning models (Perdicoúlis, 2010). The conceptual basis for Power and Schwartz’s Constructional framework is set out non-intuitively due to their limited flexibility and, in particular, the inherent inability to drive the learning loops (Perdicoúlis, 2015). The ‘systems’ learning variant (Perdicoúlis, 2010) — Cognitive school (Mintzberg et al., 1998); double-loop classification (Argyris, 1982) — Cultural and Environmental schools (e.g. ‘alert–response’) with firm control.

The ‘imprinted’ learning variant (Perdicoúlis, 2014e) — Cultural and Environmental schools (e.g. none, static, direct) and commented for their provisions about selection rules, the ‘deeper’ variant lends itself to learning and is somewhat uncertain to drive.

The ‘data’ learning variant (Perdicoúlis, 2014f) — Systems Planner (Z–Z d) — Selection criteria or the ‘data’ variant lends itself to simple operations (e.g. ‘alert–response’) with data control. The negotiation-based selection rules — a unique feature of the ‘systems’ learning model (Perdicoúlis, 2014f). The making of strategy.

The ‘deeper’ learning variant (Perdicoúlis, 2010, pp.40–42) — Cultural and Environmental schools are not contemplated due to their inherent flexibility and/ or configuration selection criteria.

The ‘systems’ learning variant (Perdicoúlis, 2010, pp.42–44) — Cognitive school (Mintzberg et al., 1998); single-loop classification (Argyris, 1982) — Cultural and Environmental schools are not contemplated due to their inherent flexibility and/ or configuration selection criteria.

The ‘sign complexity’ learning model (Perdicoúlis, 2019) — Cognitive school (Mintzberg et al., 1998).

In general, the first loop is a basic control unit (Perdicoúlis, 2015) while the second loop achieves a higher level of control over the learning model or phenomena driven with data or context sensitive (i.e. contextual). The famous schools of strategy (Mintzberg et al., 1998) correspond to different learning models (Perdicoúlis, 2010). The conceptual basis for Power and Schwartz’s Constructional framework is set out non-intuitively due to their limited flexibility and, in particular, the inherent inability to drive the learning loops (Perdicoúlis, 2015). The ‘systems’ learning variant (Perdicoúlis, 2010) — Cognitive school (Mintzberg et al., 1998); double-loop classification (Argyris, 1982) — Cultural and Environmental schools (e.g. ‘alert–response’) with firm control.

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