



***Confront the future  
with the power of your mind***

at

**Adizes Graduate School**

[www.AdizesGraduateSchool.org](http://www.AdizesGraduateSchool.org)

*This Catalog contains information about the following programs:*

**Master of Arts in Organizational Transformation**

**Doctor of Philosophy in Organizational Transformation**

**Dual-Track M.A. / Ph.D. in Organizational Transformation**

**Clinical Doctorates in Organizational Diagnosis, Design and Teleology**

**This catalog is valid beginning 10/18/12 for at least one year or  
until new updates become available.**

The School Catalog is provided in an electronic format on the AGS Website. It is updated annually or as often as new information needs to be included.

Copies of this catalog are freely available to download online. Anyone can have a copy of the catalog without revealing any personal information to the Adizes Graduate School.

Upon signing the Enrollment Agreement, students are asked to verify that they have read, understood, and agreed to their rights and responsibilities, and, as part of these responsibilities, students verify that they have read the AGS School Catalog.

**1212 Mark Avenue, Carpinteria, CA 93013**

**HQ Tel: 805-565-2901**

**Adizes Graduate School is a private institution approved to operate by the  
Bureau for Private PostSecondary Education, under the  
Department of Consumer Affairs in the State of California.**

## ALL STUDENTS, PLEASE READ:

**Questions:** Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Post-secondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833. International Tel: 916-431-6959, Toll-Free in the U.S. 888-370-7589. Fax: 916-263-1897.  
Web: [www.BPPE.CA.Gov](http://www.BPPE.CA.Gov)

**Catalog / Fact Sheet:** As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.  
(See the Enrollment Agreement document for this information.)

**Complaints:** A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Toll Free: 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site ([www.BPPE.CA.Gov](http://www.BPPE.CA.Gov)).

**On-Site Sessions:** Most classes are held over the internet. Live seminars and conferences for various purposes, including the dissertation defense for PhD students, will usually be held at professional conferencing venues in Santa Barbara, California, or at the Adizes Graduate School headquarters (1212 Mark Avenue, Carpinteria, CA., 93013).

**Credit Hours:** Classes in the Adizes Graduate School Master of Arts and Doctor of Philosophy degree programs in Organizational Transformation are 5-unit (5-credit) 11-week classes, the equivalent to 75 instructional hours per class. Each class requires a minimum of 15 hours+ of reading/writing per week to succeed. Students are required to go online 3x/week during class. This is not a weekend program.

**Institutional Agreements:** Adizes Graduate School has not entered into an articulation or transfer agreement with any other college or university. At this time we accept transfer credits according to the restrictions provided in the California State regulations on a case-by-case basis. Further details are provided in this Catalog.

### International Visas, Letters & Information for Overseas Students

Students may be required to travel to the United States for Conferences and Exams. As this is a distance learning program, and ongoing residence in California is not required during the program, we cannot offer assistance with student visas. A tourist or business visa may suffice for these short trips.

The School has no responsibility for finding or assisting the student in finding housing. The School will NOT pay any charges associated with travel to the United States or participation in any of the School programs. However, the School will identify reasonably priced hotels in the area that the student might choose to use. The School will provide a letter of invitation stating that accommodations have been identified and that the student's presence is requested or required pursuant to program objectives.

In addition, the Adizes Graduate School will provide letters for students who need documentation of their student status, and will provide Transcripts upon request.

International students should check with the local US embassy as to applicable requirements and laws.

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[All AGS Manuals \(Policy Manual, Thesis Manual, etc.\)](#)

[Application](#)

[Self Assessment](#)

[Preparatory Exercises](#)



# Mission, Purpose and Objectives

The course of study is designed to ensure a deep understanding of theories of change from the perspectives of science, philosophy, and the humanities. Adizes Graduate School is committed to creating a broad, interdisciplinary theory base from which new ideas for the enhancement of organizational growth may emerge.

We offer our scholars, through synergetic, academic inquiry, the opportunity for enhancing the understanding and management of organizational transformation and augmenting the quality of the process of change.

## **The Objectives and Purpose of the Master of Arts Degree in Organizational Transformation**

The Masters Program is 10 classes (50 units) and is designed to assist participants in the study and development of intellectual analyses of existing theoretical literature. Degree candidates are expected to become well versed in both classical and contemporary theories of organizational development and change, and to demonstrate a critical understanding of these theories through cooperative learning projects as well as independent study. A final thesis or comprehensive examination is required.

## **The Objectives and Purpose of the Doctor of Philosophy Degree in Organizational Transformation**

The Ph.D. Program includes 9 classes and 3 terms of dissertation supervision (60 units). The coursework enables degree candidates to develop their own model for managing change in its various manifestations, seeking commonalities and validation through the analysis and critical examination of existing literature in science, philosophy, and the humanities. The program requires three courses (*Spiral Dynamics*, *Adizes methodology*, and *Epistemology*), and a Research Methodology course, before a Concept Proposal for the dissertation can be approved. A comprehensive cross-disciplinary work supporting an original management model design is required for the dissertation.

# Who is Qualified?



## Degree Status

All applicants to AGS must have a **Bachelors** Degree from an accredited institution in the USA, or the equivalent, to enroll in the AGS courses or Degree Programs. Students who hold a Bachelors Degree may enter the dual-track Ph.D. program by completing, in addition to the Ph.D., five Masters level courses at AGS. The Masters Degree will not be awarded unless the student elects to do a thesis or examination in addition to the Ph.D. dissertation.

Students who have completed 30 units of graduate credit or a **Masters** Degree will be admitted to the Ph.D. program directly. However to be formally accepted as a Ph.D. candidate and begin writing a dissertation, three specific AGS courses must be completed (*Adizes methodology, Spiral Dynamics, and Epistemology*), and a Concept Paper must be submitted to the Doctoral Committee for evaluation.

## English Proficiency

Participants reside in many countries and speak many languages; however, seminars are conducted ONLY in English and participants are expected to write in English at a level appropriate to graduate study. Proficiency will be determined by the computerized version of TOEFL or through a written evaluation conducted during Admissions. No English Language or Editorial Services are provided by the School. The student is responsible to contract for services as needed or as required by faculty.

AGS requires a score of 3.95 on the [TOEFL Test of Written English](#). Students who enter the Ph.D. program with a score below 4.29 will be required to obtain the assistance of an English editor for all written work. Editorial assistance is at the students' expense.

Faculty may require a student to obtain editorial assistance, at their discretion, based upon the quality of written work and contributions to the ongoing dialogue. Students may also re-take the test or petition faculty for a waiver at any time.

## Computer Requirements / Software Training

It is anticipated that many students will be working professionals with family life-styles. As such, time is valuable. High speed internet connections, high speed processors, sufficient RAM and free hard disk space will save time during course interaction and on-line research.

It is required that all participants utilize the most recent upgrades of their browser. You will be able to test your browser during the **Software Training**. The training process is self guided and takes about 90 minutes. There are two quizzes at the end, and personalized feedback loops with your Admissions Advisor thereafter. Those who travel frequently must contract for an Internet service provider with access worldwide. All students should maintain **unlimited** access to the Internet to eliminate concerns for limited on-line time.

It is expected that students will review online dialogue and think through responses, writing off-line before posting to the classroom environment. Therefore, a word processing program such as MS Word is essential. Students may find additional equipment and software helpful for printing, sharing files, rendering charts or graphics and sharing printed articles without retyping. Students should be familiar with on-line technology and able to manipulate the file size (mb/kb) of attachments so as not to burden others with long download times.

During the **Software Training** process, you will have an opportunity to determine whether your computer system is efficient and sufficient for the tasks at hand. The following might represent a minimal system:

850+mhz Pentium processor or Mac equivalent	Audio player/speakers
256mb RAM, 17" monitor	Video player
256K modem, DSL, ISDN, cable or satellite	Scanner
one gigabyte <i>free</i> hard drive space	Printer
MS Word, Internet Explorer, Adobe Acrobat	
Unlimited internet access time	



# Orientation, Conferences



**Orientation for new students** - The following three areas for Orientation are essential to your success as a graduate student.

## **Preparatory Strategies -**

Students are required to complete a Self Assessment during the application and enrollment process to assure their ability to benefit from online instruction at AGS. The MBTI and Building Excellence exercises are required, along with a brief autobiography, scheduling plans and other information as requested.

While completing this Self Assessment, you are asked to utilize the tools provided online ([Are you Ready?](#)) to identify your learning styles, identify issues in preparing your home environment with uninterrupted blocks of time for graduate work, and to reflect upon the preparatory strategies illustrated on these web sites for adult distance-education students. The more sites you visit, the better you will be personally prepared.

**Advance preparation is your responsibility.** Personalized feedback loops with Admissions are built into the process of evaluating the information you provide to us on your Self Assessment.

**Preparatory Exercise** - Students are given three books free at enrollment, including *Spiral Dynamics*, *Managing Corporate Lifecycles* and *Mastering Change*. These are core content areas that are required in all of the Degree programs. at AGS.

Answering the 20 questions in the Preparatory Exercise will prepare you for classroom dialogue with other students who have already been exposed to the core Adizes concepts, *Spiral Dynamics* or both. The goal is to become familiar with these books so that you can quickly access key concepts during your classwork. It will take several hours to complete the self-paced [Preparatory Exercise](#). Graduate study requires you to be an independent learner. **Gaining this conceptual foundation of knowledge is your responsibility.**

**Software Training** - A mandatory **Software Training** for new students is held one or two weeks prior to the start of class. There is no software to download. The self-guided Software Training sessions are accessed online. Students work through the exercises at their own speed and *must* complete the final tests before being admitted to their first online classroom. The Training and Quizzes take about 90 minutes to complete. Students are usually given several days for this task. Personalized feedback loops with Admissions are required following the training and testing process, and may take several days of dialogue by email after the online portion of the Training is complete.

## **Housing / Opportunities to meet worldwide:**

The Adizes Graduate School is a non-residential, internet-based school. However, there are some courses and opportunities for face-to-face interaction. Interaction with faculty members and colleagues creates a sense of community, global in reach, that continues to grow through participation in the interactive program environment. Students have opportunities to meet in Santa Barbara, California, for live seminars yearly:

- you may attend an educational seminar in *Spiral Dynamics* and/or Adizes methodology
- Doctoral candidates must defend their dissertation before a committee in Santa Barbara

The School may elect to host seminars and classes on site in Santa Barbara, at the School's headquarters, or at other locations worldwide. Although we will attempt to identify adequate hotel accommodations, the School has no responsibility to find or assist a student in finding housing. Participants are responsible for room, board, transportation and all travel related expenses.

# On Line Sessions and Course Work



**On Line Participation** - All online courses are 5 units of credit. All are taught in small groups of 3-10 individuals who create an ongoing interactive work group. Classes of 1-2 students are considered “tutorials”.

Participants in each course are required to contribute on-line three times each week in response to the questions and feedback provided by faculty **and** the work posted by other students.

They may also initiate or contribute to less formal conversations set up online, and arrange real-time chat sessions on particular topics within the classroom environment.

Assignments and feedback to your peers are due **ON TIME**. Timeliness and quality of work are critical to forming an online community, to supporting the ongoing learning process, and to pass the class.

15 hours per week *minimum* will be necessary to succeed in a 5-credit online course. Each term, or trimester, is eleven weeks in length with six-week breaks in-between terms.

**Reading** - Your choice of scholarly readings is often required in addition to mandatory references. If books are required to provide focus in any class, you are responsible for obtaining these books on time. This may mean ordering several weeks or months in advance, depending upon your location in the world. Collaboration and creativity are emphasized along with analytic rigor in the discussion of personal, institutional, and societal transformation.

**Projects** - Members of the faculty may assign collaborative projects for reflective discussion. Students read and comment on one another’s work and engage in dialogue regarding the reading material. Each course session provides an overview of theory and research in a particular area of knowledge, and includes an opportunity to pursue in-depth approaches to specific topics of special interest to individual program participants. Each seminar provides a means for exploring the breadth of a theory and delving deeply into an area of personal scholarly interest to you, and the opportunity to use this knowledge to gain new perspectives on transformational commonalities.

**Case Studies in the classroom** - Although unique lines of thought and research are preferred to case studies, some courses may be enhanced by the use of a “living case study” approach. Participants will use their own immediate experiences as examples and comparisons for illustrating the commonalities that appear across cultures and disciplines. Students and faculty work through the intellectual and developmental challenges of contemporary life. Students are encouraged to focus on their theses.

**Term Papers** - Faculty expect students to develop in-depth synthesis papers on a particular theory or area of research that focuses on change and its management. Synthesis papers may focus on a cross-disciplinary approach, as well as the traditional theories applied to organizational development and change, searching for commonalities. The goal of writing is not to prove something, but to *think*. Our scholars are individuals who are excited about studying, discussing their subject literature and creating their own perceptions of the world.

**Masters Thesis or Exam, Dissertation** - A written Masters Examination or thesis is required in the Master of Arts. A dissertation is required of students in the Doctor of Philosophy programs. Each final project will be an approved work combining the students interests and the objectives of the degree program. Dissertations and theses evaluation processes are launched and scheduled in close coordination with the student and his or her Examining Committee. A [Thesis Manual](#) is provided online, and contains detailed formatting instructions. Visit the **Manuals** page of our website for all related instructions and writing tips. The Manuals page of the website is linked at the bottom of every page of the website.

# Term Structure and Breaks

There are three terms each calendar year beginning in Winter, Spring and Fall. Students are only required to take one course per term. Courses are not required to be taken in sequence, but may be done in tutorial format with the instructors agreement. Each 11-week 5 credit online course in the AGS graduate program requires a commitment of 15 hours *minimum* per week to pass.

Terms are structured with the life-styles of working professionals in mind. A break of approximately six weeks is provided between terms so that individuals may turn their full attention to work and family.

As a distance learning institution, the on-line course delivery system at Adizes Graduate School is only closed during term breaks. Courses are taught in a flexible format so that faculty, staff and students may enjoy the traditional holidays specific to their individual culture, religion and country. A timeline will be provided so that students may plan their travels for business or pleasure between terms, although internet access is widely available. Students who travel frequently for work must plan to maintain access during course sessions. A maximum of 10% absence is permitted per term.

Adizes Graduate School reserves the right to cancel, reschedule, or combine class groups, and to add or change instructors as needed. Classes may be cancelled and groups may be combined two business days prior to the class start date. Class groups may also be combined at any time during the course of study.

## LOA & Degree Completion Policy

The Adizes Graduate School is designed for practicing professionals, and the school's policy on granting leaves of absence is generous. We understand that individuals may need to take time off for work. It is, however, important that degree candidates stay up to date with the advances in the field and persevere. Those who withdraw may return within three years to complete the degree process. Readmittance after an absence of greater than three years is dependent on completion of an interview to determine whether the individual has kept abreast of developments within the field of organizational transformation. The degree program must be completed within seven years.

## Grading Practices

**Pass with Distinction** – awarded to candidates whose work expresses unusual or unique creativity and individuality of thought when compared with the work of most individuals engaged in advanced graduate study. This individual regularly provides insightful feedback to peers, and assignments are well structured, well researched and on time. (A+)

**High Pass** - awarded to participants whose work is well above average compared to the work of others in the program and at a graduate level of scholarship, whose participation and feedback meet expectations, and who develop creative lines of thought. (A, B)

**Pass** – awarded to participants whose work is satisfactory when compared to the work of others in the program; student may exhibit occasional difficulties with timeliness of work, providing thought provoking feedback to peers or development of creative lines of thought. (B-, C)

**Fail** – Assigned to students whose work does not meet the performance standards for the course. This includes **quality** of work, on-line **participation** requirements and **attendance**. Students with significant problems will be advised by faculty and administration at mid-term and may choose to withdraw and receive an “incomplete” and partial refund, instead of a failing grade. Individuals may repeat the course one time. If they do not pass the second time, they may not advance in the degree program.

Lesson responses will be returned within one week. Grades will be forwarded to students within 14 days of the end of each term. For the dissertation, Terms of Supervision are negotiated and set up in a process scheduled and managed in coordination with each individual student and their committee. Standards of achievement are based on customary expectations for graduate level work.



# Online Courses (5 credits each)

*Please feel free to review some of the courses in more detail on our website. Note that every syllabus is updated every Term before a course is taught so a syllabus available online may not be the most recent version. Students are provided with a list of required textbooks at least 6-8 weeks prior to the start of each course.*

## **Adizes methodology: Leadership Tools for Managing Change**

In the first portion of this course, students will discuss why organizations tend to grow and age in predictable patterns. In the second section, we will explore various models of personality, work and communication styles. We will learn how to anticipate the quality of decisions others will make and how individuals communicate in styles via this model. Students will gain insight into what to do when individual decision quality needs to be improved, thereby increasing or decreasing the structure of participation within the organization. The third section will include the nature of constructive and destructive conflict; coalesced power, authority and influence; and the factors in both organizational and personal life that enhance or erode trust and respect. We will place special emphasis on the impact of organizational structure on behavior. Students have the option of taking the formal examination for Adizes Institute Certification in Phase 0 for credit in lieu of this course, or to Certify at the end of this course. The course may be offered in a combined live/online format.

## **Epistemology**

**The Nature and Evolution of Knowledge:** This course exposes participants to a full range of “ways of knowing” and their implications for organizational life. Both classical and contemporary theories of knowledge and their evolution are explored at the individual, cultural and societal levels. We will trace the roots of the modern western mind through the rationalist versus empiricist orientations to knowledge, the evolution of science and the rise of post-modernism. We will further examine the profound ways in which certain limited orientations to knowledge continue to pervade nearly every aspect of contemporary life. Informed by a deeper understanding of our own orientation to knowledge, we will examine the emerging phenomenon of the knowledge society and the unprecedented epistemological demands being placed on today’s management together with their implications for contemporary management theory.

## **System Life Cycles**

This seminar examines life cycles at the level of individual, family, organization, and civilization. Life cycle and stage theories will be presented from the perspectives of human development, organizational studies, and the growing field of sociobiology. Classic analyses of civilizations, such as those presented by A. J. Toynbee, and the renewed interest in such studies spurred by *The Rise and Fall of Great Powers* by Paul M. Kennedy, will also add to participants’ understanding of life cycle phenomena. These theories and analyses will be applied to how behaviors and relationships in one context or development cycle interact with another.

## **Spiral Dynamics, two consecutive modules - SD I and SD II**

Spiral Dynamics is an evolutionary-based framework that constructs scaffolding for different theories of management, leadership, motivation, organizational design, communication, and social change. As such, this approach creates a framework for systems that are appropriate to the purposes of the organization. Based on the original work of the late Professor Clare W. Graves, this conceptual system examines eight levels of human existence, describes the new language of memetics as a way of understanding the awakening and migration of ideas and life forms, and offers a closely woven companion track to thinking in sequences and lifecycles. This final stage is entitled Meshwork’s Solutions and it maps out specific strategies and tactics in the “meshing” of healthy systems. The course will examine the deep tributaries that produced this crossroads in development; analyze the research methodology that generated the theoretical statement; and will then move quickly into specific applications in the worlds of business, government, religion, education, politics, sports, media, and social transformation. The course may be offered in a combined live/online format.

## **Principles of Healing**

In addition to an overview of Western therapeutic interventions, including the basic tenets of psychoanalytic theory, humanist theories and theories based in social psychology, this course presents comparative principles of healing drawn from non-allopathic therapeutic systems, shamanism, Buddhism, Zen, and Taoism. Students are expected to prepare an in-depth paper reviewing one major theory and applying the principles of that theory to their own organizational or client environment.

## **Group Dynamics**

This course will focus on major theories, models and applications of group dynamics and processes. We will analyze evolutionary stages of groups, roles and conflict in group dynamics, and the appropriateness of various types of groups such as structured, unstructured, and open boundary. We will review theories of psychological processes in groups (transference, counter – transference, boundaries, etc.) and how to appropriately apply these processes. We will focus on the use of group dynamics in group psychotherapy, organizational change processes, teambuilding workshops, etc. This course will also focus on the practical aspects of group dynamics such as de-freezing exercises, starting and ending groups, developing group cohesiveness, encouraging appropriate risk taking, becoming an engaged group member, and becoming an effective group leader.

## **Organizational Structures and Sociocultural Systems**

This course examines organizational structure through the study of the underlying social and cultural dynamics of organizational systems. These systems are examined from three interrelated dimensions: the individual, organization and society. Culture is examined primarily in terms of the deep structures and assumptions underlying thought and action that tend to lie below the threshold of our individual and collective awareness and, as such, tend to be transparent and highly resistant to change. These cultural patterns, together with the organizational structures that support them, are examined in light of the unprecedented challenges and opportunities posed by our transition to a knowledge-based society. Organizational structures and sociocultural systems that actively support the development of knowledge work competencies are also explored.

## **Styles and Interests in Personal and Organizational Life**

This seminar addresses various theories about the nature of styles and manifest interests in interpersonal, group and organizational life. The focus is on the appropriateness of particular personal, managerial, and leadership patterns in various settings. The goal is to build and apply models that enlarge the student's understanding of how to work with various styles and interests in a number of functions and processes. Students examine whether personal, managerial and leadership patterns are specific activities clustered together into sets, or whether they are personal styles and manifest interests as traditionally represented in any number of complex technologies. Concepts of style, manifest interest, script, archetype, and individual differences are discussed along with problems of measurement and theory construction.

## **Visions and Values**

In the exploration of the sometimes unconscious desire to find ultimate meaning in life, this seminar will examine how vision and values serve as central, motivating forces in serving change efforts or in surviving pain, trauma, and loss. Viktor Frankl's notion of the "will to meaning" will be placed within the positive possibilities of transformational and liberatory movements, as well as the negative and nefarious possibilities of obsessive hatred, violent nationalism, and compulsive behavior on the part of individuals and institutions. Participants will also be introduced to the many current theories of resistance, resilience, and change, with an emphasis on how these theories interact with our values as individuals.

## Traditional Management Theory

This course will cover management theory from a structuralist point of view. The course will include discussion regarding the process of planning and how to design systems of monitoring so that the plans are appropriately monitored and corrected if there are discrepancies.

*Questions we will explore in this course include:*

- √ How to appropriately structure an organization
- √ How to appropriately staff an organization
- √ How to appropriately delegate authority
- √ How to appropriately decentralize an organization

## Systems Thinking

Systems thinking began, and remains, a multi-disciplinary field. It is first grounded in Cartesian thought in the West. Eastern thought, found in Buddhism, Hinduism, and other spiritual practices, inform us as well. Systems thinking is the process of examining organizations as complex living systems. It is a conceptual framework that identifies and defines shared realities which groups and organizations can use to understand and solve problems. As a foundation, and a practice, it has the potential to transform the ways in which we perceive, think, and make meaning.

## Theories of Change and Development

This seminar focuses on theories of intra-personal, interpersonal, and organizational change, emphasizing systematic models of change processes in human systems and knowledge-intensive environments. Students will examine processes of change at the individual, group, and organizational levels.

*Questions we will explore in this course include:*

- What are the major forces driving change in organizations today?
- How and why do organizations tend to resist change?
- How can an individual contributor affect change within an organization?
- What competencies do leaders need to effectively lead change in contemporary organizations and how do these competencies differ from earlier times?
- How have network technologies affected organizational structure and function?

## Models of Conflict

In this course we will examine the underlying assumptions and sources of conflict from both theoretical and practical perspectives. We will explore human and organizational development, social psychology, and group process literature to generate an understanding of contemporary views of conflict. Through this exploration, students will establish more integrated, theoretically based practices of effectively coping with conflict. Students will also gain insight into how conflict can be used as a constructive force in organizational life.

## Qualitative Social Research Methods

This seminar outlines the fundamental strategies of dissertation-level research and outlines the competencies necessary for such work. It offers an overview of quantitative and qualitative approaches to research in the social sciences, including experimental and quasi-experimental methods, observational methods, grounded theory, ethnographic methods, and case studies. This course also examines the role of theory and models in the research enterprise. Students are guided in the development of a concept paper for the dissertation and the selection of an appropriate methodology. Students are introduced to library databases for research.

# Online Degree Programs



## The Master of Arts Program

- ***Adizes methodology: Leadership Tools for Managing Change***
- ***System Life Cycles***
- ***Spiral Dynamics***
- ***Principles of Healing***
- ***Group Dynamics***
- ***Epistemology***
- ***Organizational Structures and Sociocultural Systems***
- ***Styles and Interests in Personal and Professional Life***
- ***Vision and Values***
- ***Traditional Management Theory***

## The Dual-Track Ph.D. Program

Students who have a Bachelors Degree take 5 Masters courses (below) plus all the courses of the Ph.D. program and 3 terms of supervised writing. The Masters Degree can also be awarded after completion of all appropriate courses if the student elects to take the Exam or write the Thesis.

- ***Styles and Interests in Personal and Professional Life***
- ***Organizational Structures and Sociocultural Systems***
- ***Vision and Values***
- ***Group Dynamics***
- ***Traditional Management Theory***

## The Ph.D. Program (with M.A. from AGS)

Students having a Masters Degree from AGS, the following 4 courses are required for the Ph.D., plus three terms of supervised writing.

- ***Systems Thinking***
- ***Theories of Change and Development***
- ***Models of Conflict***
- ***Qualitative Social Research Methods***

## The Ph.D. Program (with external Master Degree)

Students having a Masters Degree from another school or 30 units of graduate credit, all of the courses of the Ph.D. program are required, plus three terms of supervised writing.

- ***Epistemology***
- ***Adizes methodology: Leadership Tools for Managing Change***
- ***System Life Cycles***
- ***Spiral Dynamics***
- ***Principles of Healing***
- ***Systems Thinking***
- ***Theories of Change and Development***
- ***Models of Conflict***
- ***Qualitative Social Research Methods***

# All Students



## Transfer Credit or Experiential Credit -

We may allow prior credit for *Epistemology*, *Adizes methodology* or *Spiral Dynamics*, **but only ONE course**. The State of California strictly limits the amount of transfer credit between schools and limits experiential credit for course work done at an institution other than an approved school. See the Credit Transfer and Challenge Exam Policy (page 18) for details and ask your Admissions representative for information on documenting Experiential activities for Credit.

## The Masters Thesis or Exam

**Concept Paper or Proposal** - The student will first submit a Concept Paper according to the outline provided by the School. The paper should be brief, perhaps only a few pages. The Masters Thesis is due within one year of the end of the last course of the Masters Degree Program. Students who complete their Masters thesis at a later date will be subject to the standard fee for special review requests. The thesis must be completed within seven years of beginning the Masters program.

The Thesis format and expectations are described in the Thesis Manual. Links to the Manuals are provided at the bottom of every page on our website. The Concept Paper is NOT a thesis style paper and does NOT need to follow thesis guidelines, but References and Citations are required to be in APA style.

## The Ph.D. Dissertation

**Concept Paper or Proposal** - In order to be formally accepted as a Ph.D. candidate, a student must complete *Epistemology*, *Adizes methodology*, and *Spiral Dynamics*, and write a **Concept Paper** according to the outline provided by the School. The School will provide a courtesy review of the overarching concept and a concept writing course is available. The student will participate greatly in the formation of his or her Committee. The Committee is approved during the courtesy review. Thereafter, the Committee itself reviews the students qualifications, skills, knowledge and concept prior to authorizing the research to begin.

Concept Papers should be brief, perhaps only a few pages. They will demonstrate creativity, a cross-pollination of ideas, and cross-disciplinary thinking with a focus on human groupings, leadership and management. Students demonstrate a conceptual framework for undertaking rigorous inquiry into their chosen field, with footnotes and references demonstrating access to research and knowledge of relevant resources.

The Concept Paper and Dissertation will follow the outline provided and the Thesis Manual (dissertation) on the Manuals Page of the AGS website (visit the link at the bottom of every page on our website). Numerous tips and recommendations for students are provided in a supportive, guided process. The Concept Paper is NOT a thesis style paper and does NOT need to follow thesis guidelines, but References and Citations are required to be in APA style.

## Three Terms of Supervised Writing

Participants are expected to spend three Terms working toward the completion of a written dissertation. Their Doctoral Committee can require additional Terms of study (beyond three). At the culmination of the dissertation, they will present their work to the AGS community including the faculty, students and directors of the Graduate School at the Ph.D. Examination Conference.

# AGS Core Personnel and Faculty

Ichak Adizes, Ph.D. 1967, Comparative Management, Columbia University  
Chair of the Board of Directors, AGS  
Adjunct Faculty, Adizes Graduate School, 1999 - present  
Adizes Institute (worldwide), CEO, 1975-Present  
Author of hundreds of articles and over a dozen books  
translated into more than 23 languages



Daniel Axelrod, J.D. 1963, Harvard Law School  
Adjunct Faculty, Adizes Graduate School, 1994- present  
Principal Associate, Adizes Institute, 1993-2006  
Axelrod Management Advisors, and independent consultant 1980-present

Don Edward Beck, Ph. D. 1966, Communication / Social Psychology, University of Oklahoma  
Adjunct Faculty, Adizes Graduate School, 2000- present  
Adjunct Professor, Conoco Corporation University 1998-1999  
Independent researcher, consultant, author 1981-1998  
Cofounder, Principal lecturer, The National Values Center (worldwide) 1986- present  
Authored research instruments and of dozens of articles translated into several languages



Stephanie Galindo, M.Ed. 2005, Educational Technology, American InterContinental University  
Director of Academic Services, Student Dean, Adizes Graduate School 1999- present  
Adjunct Instructor, George Washington University, 2010-present  
Adjunct Faculty, Adizes Graduate School, 2007 - present  
Doctoral Candidate, Aspen University (2010 - present)  
Author of over a dozen articles; co-author with Dr. Bruce LaRue:  
*Synthesizing Higher Education and Corporate Learning Strategies* (2010, SAGE)



Paula Gray, B.Sc., 1981, Political Science  
Chief Financial Officer, Adizes Graduate School, 1996- present  
Masters candidate, (Christian Counseling) Christian Bible College and Seminary

Eugene Kritski, Ph.D. 1988, Sociology, St. Petersburg State University of Education  
Adjunct Faculty, George Washington University, 2010-present  
Adjunct Faculty, Adizes Graduate School, 2005- present  
Director of Methodology and Analysis, GlobeScan, Inc. 2003- present  
Director of Centre for Ethno-Political Studies, Institute for Social and Political Research of the  
Russian Academy of Sciences, 1993-1999  
Associate Professor, Sociology, Kuban State University 1993-1999  
Author/co-author 3 books, 2 monographs, a dozen papers and articles in English and Russian



Virginijus Kudrotas, Ph.D. 1997, Education, joint program (see below)  
Dean, Adizes Graduate School, 2010-present  
Doctor of Social Sciences (Education), joint program through Kaunas University of Technology, Magnus Vytas  
University, Lithuanian Institute of Physical Education and Klaipeda University  
Associate Professor, President, ISM University of Management and Economics 1999-2008  
Managing Director, Business Training Center (joint university venture) 1995-1999



Bruce LaRue, Ph.D. 1999, Human /Organizational Systems, The Fielding  
President, Applied Development Services  
Adjunct Faculty, Adizes Graduate School, 1999- present  
Department of Defense contractor 2005- present  
International Institute of Management, senior consultant, 2006-present  
Author/co-author of numerous business articles and  
*Leading Organizations from the Inside Out* (2nd ed. 2006, Wiley & Sons)



# Board of Directors



Chair of the Board: Ichak Adizes, Ph.D.

COO/Secretary of the Board: Paula Gray-Lemons, CFO

CEO/Dean: Virginijus Kundrotas, Ph.D.

Member: Kjetil Sandermoen, M.A., Economics, Karlstad University, Sweden

Member: Sunil Dovedy, Post-Graduate Diploma, Indian Institute of Management, India

## Adjunct and Guest Faculty (partial list)

Sunil Dovedy, Post-Graduate Diploma 1980, Indian Institute of Management, India  
President, Adizes Institute Professional Services

Janet Durgin, Ph.D 2005, Organization and Management, Information Technology, Capella University  
Chief Systems Engineer Manager for Lockheed Martin Enterprise Business Systems

Marie Feuer, Ph.D. 2010, Health Psychology, North Central University  
Department Chair, Full Professor, Art Institute of California

Darrell Gooden, M.Sc. 1999, Technology Management, Pepperdine University  
Naval Surface Warfare Center Management Analyst

Jeanne Henry, Ph.D. 2005, Guidance and Counseling Psychology, Indiana State University  
Behavioral Clinician, Program Director, and Adjunct Faculty

Kjetil Sandermoen, M.A. 1980, Economics, Karlstad University, Sweden  
Adizes Scandinavia, Partner, Managing Director of Adizes Norway AS

Ted Sun, Ph.D. 2010, Organizational Psychology, Capella University  
Doctor of Management 2004, Organizational Leadership, University of Phoenix  
Executive Balance, CEO/Founder

# Attendance, Feedback and Participation



Students and instructors are expected to participate at least three times weekly in each eleven-week course.

Acceptable participation includes providing timely feedback to the work of your peers, contributing to the on-line dialogue and collaborative projects in a timely manner, completing assignments fully and on time, and being on time for on-site conference meetings.

Faculty are expected to engage with each student each week and return feedback to assignments within three days. Students and faculty members must notify Administration if they expect to be absent from a classroom for more than three consecutive days.

Classes require a *minimum* commitment of 15 hours per week to excel. Only one course per term is required. An excess of ten percent (10%) absence in the class is cause for a failing grade at the discretion of the instructor and with regard to content missed.

An instructor may elect to withdraw a student from class in cases where academic progress is not made, attendance does not meet requirements, or where academic misconduct is an issue.

All courses, and the masters examination or masters thesis must be completed with a passing grade to be awarded the Master of Arts Degree. All courses, terms of supervision, and Doctoral Committee approval are required for the Ph.D.

## Academic Progress Policy and Standard for Student Achievement

### Student Academic Progress in Developing Critical Thinking and Analytical Skills

Students will be evaluated using the following criteria: Integration and assimilation of principles of organizational and societal development and transformation · Mastery of the subtleties of areas of inquiry, in addition to a broad understanding · Ability to express learned materials in informal discussion and formal term paper formats · Ability to receive and respond to the input and scholarly inquiries of student colleagues and members of the faculty in a timely manner · Meeting standards for participation, contribution and attendance overall.

**Participation:** Student participation in the on-line forum as well as the quality of individual work will be evaluated. Student participation is judged for its contribution to the learning environment. Participation means taking initiative and making a solid contributions to the ongoing dialogue. It means actively building upon, or contributing material relevant to, the academic quality of each other's work and/or relevant to one's own experience. Participation means asking pertinent questions and assisting others in understanding the concepts, not just responding to assignments and direct questions.

Class discussions should indicate not only a routine learning of the course concepts but should allow a student to demonstrate an ability to apply learning to abstract questions and relevant situations. Thus, the class discussion is one of the best indicators that learning outcomes have been achieved and will be given strong consideration in the final grade.

**Synthesis:** In-depth synthesis papers offer students the opportunity to pursue their areas of interest in relation to the course material. The topic selected must pertain to the general course topic, but should expand upon the materials taught with contributions from disciplines such as medicine, history, biology, etc.; going beyond the literature reviewed and assigned. Papers should indicate original thinking, extrapolation from related fields, significant research, and should have at their core the student's mastery of the assigned course materials, including Adizes methodology. The paper is an opportunity to "teach" the teacher.

**Library Requirements:** Each student must provide proof of holding a library card at a University or other appropriate facility in his/her local area, which includes access to electronic databases and subscriptions to major training, human resource and business magazines. Students are required to show proof of local library access and proof of access to appropriate, graduate level collections in the Application for Admission. Coursework will include research papers that require the use of library collections. The Academic Progress Policy dictates that degree candidates are expected to utilize resources beyond those provided in the classroom, particularly in the Synthesis Paper required for each online course.



# Financial Information



**Tuition** (For a currency converter visit our [website](#)):

1. \$100 administrative fee, non-refundable, paid with the first course, includes three text books for PhD and MA students
2. \$25 access to the course delivery system per month, or partial month, 3-4 months per term. Each course will cost \$50-100 in software access fees.
3. Tuition is \$2000 per class, or \$400/unit for a 5-credit online class

Students pay course-by-course (Term by Term), rather than paying for the entire degree program or year-by-year. There are 3-5 Terms offered each year. Estimated total charges are:

- The total maximum cost for the MA in Organizational Transformation is  $(10 \times \$2000) + \$100 + \text{up to } \$1000$  for software access fees = \$21,100.
- The total maximum cost for the Ph.D. in Organizational Transformation (9 courses, 3 terms of supervised dissertation writing) is  $\$24,000 + \$100 + \text{up to } \$1200 = \$25,300$ .
- The dual-track MA/PhD degree is  $14 \text{ courses} + 3 \text{ terms of supervision} (\times \$2000) + \$100 + \text{up to } \$1700 = \$35,800$ .

**Additional Costs:** Note that the above 'total' costs do not include the state-imposed STRF assessment of \$2.50 per \$1000USD in AGS fees paid by the student per term; late application fees (\$250); experiential credit documentation fees (\$1000); repeated attempts to earn credit for a course; repeating the comprehensive exam for the Masters Degree (\$750); or a repeated attempt to defend the doctoral dissertation (\$2300). Additional supervised terms for dissertation writing (beyond 3) may be required by a Doctoral Committee .

**Housing / On~Site Events:** Moderate accommodations will be identified and information sent to participants who plan to come to events arranged by the School. The estimated cost for seminars in Santa Barbara, California, are \$150 per night for a room and some meals. All travel costs are the student's responsibility. The School has no responsibility to find or assist a student in finding housing, does not contract with housing vendors, and has no private facilities for student or faculty housing.

**Miscellaneous Expenses / Transcripts:** Students are responsible for editorial assistance, office supplies, internet access, software, hardware, copying, postage and all similar expenses, as well as books, materials, library or database access, any subscriptions or course materials. Transcripts will be provided by email at no charge in a secure un-editable PDF form. The first three transcripts shipped by post are free and a \$10 fee is charged for each additional transcript.

## Financial Aid / Loans - outside services

We recommend that students seek outside resources: employer tuition reimbursement programs; government agencies, private institutions and civic/business organizations that offer educational funds or scholarships to their members. The School does not participate in Federal or State Financial Aid Programs and does not receive loan payments directly. The student is independently responsible for all contracts for financial support. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest and fees as determined by the lender. The student is liable for all consequences of default.

## Financial Aid - AGS services

AGS Assistantships may be provided to individuals requesting financial assistance, depending upon the number of requests and enrollment. Up to 50% of tuition may be provided in a work/study program that generally requires the student to write a research paper aligned with course objectives, supervised by the Academic Dean. No other course fees are included in the Assistantship. The value of each approved project is a maximum of \$1000USD per Term.

Full tuition (\$2000 per course) will be due for those who do not complete their project by the end of the Term. For example, say you were given a 25% Assistantship and paid \$1500 rather than \$2000 tuition. If you do not complete your project by the end of the Term, you will need to pay the balance of full tuition due, \$500. The grade for the course will not be listed on your Transcript until tuition is paid. If the student withdraws from the course, amounts due for full tuition will be pro-rated based upon the Refund Policy.

Students are required to submit a mid-term report at the six-week mark and must have their final project turned in to their supervisor by the end of each Term. Each request is valid for **one term only**. The Assistantship program is a privilege which may be revoked if students fail to meet their commitments. **Students are required to independently manage their projects in a timely manner. Continuation in the Assistantship program is based only upon MERIT.**

# Application Process

Check our website for up-to-date Admissions information and Application Forms:

[http://www.adizesgraduateschool.org/ags\\_application.html](http://www.adizesgraduateschool.org/ags_application.html)



A complete application includes:

1. Adizes Graduate School Application Forms including online Self Assessment exercises
2. A resume or CV with verifiable contact data
3. Written references
4. Transcripts of Bachelors Degree, Masters &/or Doctorate or other proof of degree
5. Proof of Library Access
6. Enrollment Agreement

See the AGS website for all Application documents, deadlines and instructions.

Contact [AGS@adizes.com](mailto:AGS@adizes.com) or [Edu@Adizes.com](mailto:Edu@Adizes.com) if you have questions.

## Credit Transfer, Experiential Credit, and Challenge Exam Policy

### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION, AND CREDITS ACCEPTED FOR TRANSFER TO AGS

A fee of \$1000 is charged to the student for documentation of Experiential Credit. There is no charge for applying Transfer Credit.

**TRANSFER FROM AGS:** The transferability of credits you earn at Adizes Graduate School is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in our programs is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. **For this reason you should make certain that your attendance at this institution will meet your educational goals.** This may include contacting an institution to which you may seek to transfer after attending Adizes Graduate School to determine if your [credits or degree, diploma or certificate] will transfer. It is up to each school to determine whether they will accept credits from any other school.

**TRANSFER TO AGS:** Per California State regulations, AGS can accept transfer credits from other universities: A total of (5) graduate credits in a Masters program and (3) credits of the first 30 credits required of a Doctoral program. AGS will consider transfer credit for *Epistemology*. Credit transfers for *Epistemology* must be appropriately documented by transcript.

**EXPERIENTIAL CREDIT:** Experiential Credit can be applied for the Phase O examination (taken anywhere) for credit for the *Adizes methodology* course. Attendance at an *Adizes* introductory seminar or attendance at a *Spiral Dynamics* Level 1 **and** Level 2 Certification seminar taught by Dr. Don E. Beck may be accepted for partial credit toward the course.

**ONLY ONE CLASS CAN BE ACCEPTED PER PROGRAM FOR EITHER TRANSFER OR EXPERIENTIAL CREDIT.**

Experiential credit is documented according to State regulations when the student can demonstrate (in writing) that prior learning is equivalent to AGS requirements for the course.

- a) The student's submission will be evaluated by active Faculty qualified in that subject
- b) Faculty shall ascertain in writing (1) that the learning is equivalent to the course requirements, and (2) how many credits can be granted for the experience. The report shall include:
  - (1) what evidence the faculty relied on to determine the nature of the student's experience,
  - (2) the bases for determining equivalency to a university level of learning,
  - (3) that the learning demonstrated a balance of theory and practice,
  - (4) the bases for determining the proper number of credits to be granted (15 hours of instruction equal one unit of graduate credit).

The Director of Academic Services or Director of Admissions shall review and approve each request for Transfer or Experiential Credit to assure compliance with State regulations as described herein.

# Probation and Dismissal

An instructor may elect to withdraw a student from class in cases where academic progress is not made, attendance does not meet requirements, or where academic misconduct is an issue. Faculty may require students to utilize the services of an English Editor at their own expense if submissions are substandard. All students are expected to adhere to the highest standard of professional conduct with regard to academic integrity and interpersonal behavior. Any student cited for academic misconduct or violation of the harassment policy may be expelled from the program. Students may follow the formal grievance procedures for appealing a decision. The appropriate refund policy applies.

## Withdrawal, Cancellation and Refund Policy

**Refunds require withdrawal prior to the beginning of the 6th week of class. Once the sixth weeks of any class has begun, there will be no refund of tuition.**

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after completing an Enrollment Agreement, whichever is later. Withdrawal notices will only be accepted in writing, by email or by certified mail. Withdrawal is effective upon date of notice. If you notify Adizes Graduate School (AGS) of your intent to withdraw on or prior to the first day of class, the school will refund all monies except the \$100 registration fee. There may also be non-refundable materials fees for some classes. Review the Enrollment Agreement and Cancellation Form.

Software access fees are not refundable for the months, or partial months that you were an active user. Expenses for materials, conferences attended, STRF, and the \$100 registration fee are nonrefundable. Conference cancellation charges and dates shall be clearly stated on the Registration Form. Once class is in session, refunds for distance education are based on a **per lesson charge**. Each week of an 11-week online class is a Lesson. Registration, some software access fees, and the number of lessons provided up to and including the date of notice will be deducted from the total amount paid and the balance refunded.

**Example:** Say the First Term began on January 10 and a student has paid \$4000 to AGS for tuition for two classes this term. Two eleven week courses are 22 lessons. The student wishes to withdraw three weeks after class begins. On January 31, the student notifies AGS in writing that she or he wishes to withdraw.  $\$4000 / 22 \text{ lessons} = \$181.82 \text{ per lesson}$ . The balance due to the student would be \$4000 minus six lessons (two classes, three weeks) \$1090.92, balance due to the student = \$2909.08. In addition, the student is involved in the online course for a period of time covering three months (January through March) and was required to pay \$75 up front for access to the online software for three months. A student who begins class on January 10th, and withdraws on January 31st will only be responsible for software access fees for the month of January (\$25) and the balance of \$50 will be refunded. Refunds for which AGS is responsible will be made within 30 days.

## State Of California Residents Student Tuition Recovery Fund (STRF)

It is a California State requirement that a California resident student must pay a state-imposed assessment to the Student Tuition Recovery Fund. The STRF was established by the Legislature of the State of California to protect any California resident who attends a private post-secondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgement. To be eligible, you must be a California resident and reside in California at the time the enrollment agreement is signed. To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive such notice, you have four years from the date of closure to file an STRF application. If a judgement is obtained, you must file within two years of the judgement. More details regarding residency and other requirements, and any questions regarding STRF may be directed to the Bureau for Private, Postsecondary Education at: 2535 Capitol Oaks Dr., #400, Sacramento, CA 95833. Further information is provided at [www.bppe.ca.gov](http://www.bppe.ca.gov), and in your Enrollment Agreement.

# Grievance Policy and Procedure



## Student Communication Protocol

Protocol is based on mutual trust and respect, but MT&R isn't always intuitive. Thus we have determined that there is a need for this policy. Centralized communication is critical, for both the instructor and administration, in order that both may minimize and pinpoint problems that may be occurring on the individual level and/or on a more global level.

1. If a student has a problem in a course, with an instructor or another student, they should FIRST go to their instructor.
2. If the instructor cannot resolve the problem, bring the problem to the attention of the Dean of Students. If the student is dissatisfied with the *result*, the next level of resolution includes AGS Administration and/or the Board of Directors.
3. No one should be called or emailed *at home* unless they give permission - including other students and instructors. Instructors are usually available for their students and provide their email, telephone, and sometimes even cell phones for emergencies. An exchange of personal contact information is not required of faculty or students, however, it may be provided as a *courtesy* to facilitate effective communications. Staff need not provide this courtesy to the students as they work during normal business hours.
4. There is *no emergency* within the AGS software system that cannot wait until Monday morning. It is *expected* that students and faculty will *respect* normal business hours of operation when communicating with staff and each other, and thus respect individual privacy as well. There are various methods of communication to use outside the forum, such as email (to your instructor or work-group) if there is a problem accessing the online classroom environment.

## Informal Grievances

Persons having grievances are encouraged to resolve them informally. Formal grievance procedures shall not be initiated unless informal efforts to resolve the grievance have been exhausted and a written description of such efforts is provided to the Instructor and Student Dean to initiate formal grievance procedures. The Administrative Office shall monitor all documentation regarding formal grievances and must be copied on all proceedings.

## AGS Formal Grievance Procedure

Step 1 ~ If a grievance has not been satisfactorily resolved by informal procedures, a written grievance must be filed with the immediate Instructor within 60 days of the act or event which is the subject of the grievance. Investigation shall commence within five working days of receipt of the grievance. A written response will be provided to all concerned parties within ten working days. The Instructor may seek input from the Dean of Students in the initial formal grievance proceedings, and shall document all investigations for the CAO.

Step 2 ~ If a grievance has not been satisfactorily resolved at Step 1, it may be filed with the Dean of Students within five working days of receiving the answer at Step 1. All information presented at Step 1 shall be included in the filing at Step 2. The instructor shall submit a report to the Dean of Students describing attempts to resolve the grievance at Step 1, copy to the CAO. Within five working days, the Dean of Students shall conduct all investigations and meetings necessary to resolve the grievance. A written report shall be provided to all parties within ten working days.

Step 3 ~ An ultimate appeal will be considered by the CEO/ Dean on procedural grounds only. This decision is final. A written report will be provided to all parties within ten working days of the initiation of the appeal and filed for the Record.

## Records / Transcripts

Records are maintained at the primary administrative location (or the primary location will be in reasonably close proximity to the stored records) so that records can be reproduced within two business days, whether current or not. Records are considered current for three years following a student's withdrawal or graduation and will be maintained for five years secure from damage or loss.

Transcripts will be available upon request permanently.

# Student Services



## **Academic Counseling**

AGS provides an educational program of study to individuals who are already in or plan to enter the field of organizational and societal transformation. Students have a general idea of what they expect to learn prior to contacting the School. Academic advisement is available through the Dean of Students and assures that the student's objectives are aligned with School programs. These services are limited to clarifying what has already been published in the catalog, informational brochures, or on the AGS Website to assure that the student is fully aware of the subject matter, commitments, and instructional methods they can expect.

Academic advisement throughout the program is provided by the Student Dean as students and instructors discuss the student learning experience and plan for the next stage of personal or professional development. This may require adapting the subject matter and/or instructional method to the specific student or it may require the student to adapt their learning behavior to the program of study. Instructors work closely with students as unique persons to insure that the adaptations are faithful to and within the spirit and values of the program.

## **Policies, Procedures, Theses and Dissertation Services**

The Dean of Students is available to assist students with policy and procedural interpretation, and regarding thesis and dissertation processes. Review the Thesis Manual and other online documentation on the Manuals page of the AGS website for formatting and further instructions. Faculty members are also available for conversations regarding the concept and approach to developing a thesis or dissertation product, publishing in the field, and may provide useful resources to the student.

## **Career Placement and Planning**

No job placement assistance is provided by the Adizes Graduate School. No promises or guarantees are made as to employment. Faculty can provide unique perspectives on student career development and are available to discuss possibilities casually during the programs. The Dean of Students is also available to discuss career planning and the alignment of the Adizes Graduate School programs with student personal and professional objectives.



# Clinical Degree Programs (additional information)

Updated 10/18/12

## Clinical Program Catalog Insert

This document contains **ONLY** those policies and requirements that **DIFFER FROM** or are in **ADDITION** to the regular School Catalog sections preceding.

The Clinical Degree Programs include  
Doctoral degrees in Symbergetic™ Organizational Transformation  
with specialization in either:

- **Diagnosis** (91 Units, minimum of 3 years)
- **Design** (101 Units, minimum of 3.5 years)
- **Teleology** (95 Units, minimum of 3.5-4 years)

The word “Symbergetic” is a blending of the words “Symbiotic” and “Synergetic” to highlight both the interdependence among all parts of organizations – individuals, departments, customers, vendors, etc. -- as well as the emphasis on cooperation and working together for an enhanced mutual effect.

## THESE PROGRAMS ARE CLOSED TO NEW ADMISSIONS

All students are required to read the entire  
AGS School Catalog.

You are responsible for understanding all policies, financial information, and for reviewing the School Performance Fact Sheet prior to enrolling in any program of study at Adizes Graduate School.



## Letter from the Founder

**One thing on which we can probably all agree is that we live in a world that is changing rapidly. The most successful organizations today are not necessarily the ones that have the best product or even the best people – but the ones which can meet the challenges of and adapt to a fast changing environment most effectively and efficiently.**

**In this environment, leaders of change and those in management positions face a major challenge. Organizations need to be flexible in order to change directions rapidly. At the same time, they need to be efficient and thus controllable, which impacts their flexibility. How is it possible to make organizations both flexible and efficiently systematized? How can leaders provide for effective change efficiently? These are challenges that all leaders of change need to address.**

**The Adizes Graduate School for Change and Transformation offers Masters, Ph.D., and Clinical Doctoral programs for mid-career professionals to assist them in meeting these challenges. One of the unique aspects of these programs is the in-depth interaction of the participants who come from different countries, contributing perspectives from varied academic backgrounds and occupational specialties. The school is designed to stimulate new ways of thinking and to encourage the search for common principles across disciplines, experiences and cultures.**

**The Doctoral Programs in Clinical Organizational Transformation are geared towards individuals who work with organizations in a consulting or coaching relationship and who wish to learn to lead top management groups through the process of change in a way that produces mutual respect and trust. These unique program goes beyond academic theory to instruct participants how to actually create a comprehensive, holistic organizational change that produces results and is done participatively with the client organization.**

**We invite you to consider becoming part of one of these exciting programs and to become involved in the creation of a new paradigm of organizational change for the 21st Century.**

**Sincerely,**

**Dr. Ichak Adizes  
Founder and Academic Dean**

## **The Doctoral Program in Symbergetic™ Organizational Transformation: Changing Corporate Cultures**



Ask any consultant or internal change agent what the most frustrating aspect of their work is and they will most likely tell you that it is not having their recommendations implemented or not being able to actually effect significant changes in an organization's culture or way of doing business.

The Adizes methodology changes all that. AGS graduates are not conventional management consultants who write reports and make recommendations based on what they think their clients "should" do, nor are they OD specialists or benign facilitators. They are change management experts working side by side with their clients to identify, develop and implement organizational changes.

The Adizes methodology is a powerful technology, combining processes, tools and concepts in a pragmatic system for accelerating organizational change without destructive conflict.

At the foundation of Adizes theory is the fundamental working principle that all organizations, like any living organisms, have a lifecycle and exhibit predictable and repetitive patterns of behavior as they grow and age. At each new stage of development, every organization is faced with a unique set of challenges. How well or poorly leadership addresses these issues, and makes the changes needed for a healthy transition from one stage to the next, determines the success or failure of that organization. In the comprehensive Adizes change management process, you learn to partner with clients to help them accelerate through lifecycle transitions with decisions consistently implemented.

### **What Makes The Clinical Program Unique?**

#### **A Comprehensive Problem-Solving Methodology to Create Change**

Many consultants are able to offer traditional problem-solving services. Others, by focusing on organizational development, provide team building services. Still others provide cognitive training in managerial skills through Executive Development programs. Many psychological intervention programs provide for individual style enrichment. AGS combines these four goals and accomplishes them simultaneously. Graduates are experts in improving management effectiveness by optimizing structure and teamwork and they have the ability to improve communication and cooperation by nurturing a culture of mutual trust and respect.

#### **Learning that is Grounded in Reality and with Practical Application**

AGS uses the Adizes and Spiral Dynamics methodologies as foundations. For the clinical program, this means that the education you will receive is based on the practical application of these teachings and the internship requirements provide for the opportunity to work with real clients – reaching far beyond the limits of academic theory. All of the faculty are practicing professionals of these methodologies and teach from their own ongoing topical experiences.

#### **Non-Traditional Delivery**

The training in the clinical program is a unique blend of classroom instruction, supervised off-site internships, exercises, and on-line instruction.

The internship experience is the cornerstone of the program as it gives participants the distinctive opportunity first to observe, and then to practice their newly acquired skills with a client in a supervised setting.



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[All AGS Manuals \(Policy Manual, Thesis Manual, etc.\)](#)

[Application](#)

[Self Assessment](#)

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## **The Purpose and Objectives of the Clinical Program**

The Clinical Program is dedicated to providing mature learners with the educational and experiential opportunity for mastery in the process of coaching and facilitating organizational transformation.

The rate of change in business and social environments is increasing geometrically. The Program is designed to enhance the skills of practicing professionals, already working in a business or consulting environment, by instructing them in intervention techniques to bring organizations to the Prime of their lifecycle.

The Clinical Program trains individuals to be change leaders who function both as consultants and as educators. They are taught to coach organizational transformation with a holistic, structured methodology based on participative management. It is the aim of the Clinical Program to produce graduates who know how to work with a management team that can make strategic decisions that actually get implemented.

## **The Objectives and Purpose of the Doctoral Degree in Symbergetic™ Organizational Transformation**

The Doctoral program is structured to enable participants to specialize in different areas of the process of transforming corporate cultures. They may specialize in Organizational Diagnosis, Design, or Teleology. By completing any track in this program, graduates will be able to conduct group processes for groups of 20 or more individuals, leading them to consensus while enhancing mutual trust and respect.

### **Choose One of the 3 Areas of Specialization**

#### **The Specialization in Symbergetic™ Clinical Diagnosis**

As a student, you will learn how to lead the process of self-discovery to be used in organizational diagnosis in ways in which the organization will identify with the diagnosis, and the plan of action, and will create energy for change. You will learn multiple approaches to team building and group problem solving, what makes teamwork effective, and how to promote functional conflict. Learn to create a bottom-up structure which enables the organization to have an open system that is open not only to its environment but to itself; how to create a learning organization; and, how to create responsibility for change in the organization which will be taking responsibility on its own.

#### **Specialization in Symbergetic™ Organizational Design**

The students learn the theory and applications of traditional and current management theory and application, the techniques and tools of analysis and control, and the classical concepts of leadership and supervision. You will learn to facilitate the organization in identifying its purpose of existence, including how to “own it,” and how to harness the energy necessary to achieve that goal. Learn how to lead the design of an organization’s structure which minimizes destructive conflict and creates an environment in which conflict is constructive. You will also learn the principles that govern functional organizational structures so that they are both controllable and flexible. And finally, learn how to design information systems that make the accountability in an organization transparent so that the responsibility can be monitored, corrective action can be applied in a timely manner, and rewards can be distributed to reinforce desired behavior.

#### **Specialization in Symbergetic™ Organizational Teleology**

Students will learn to facilitate the organization in identifying its purpose of existence, how to “own it,” and how to harness the energy necessary to achieve that goal. You will learn how to stretch an organization to its peak performance, overcoming the biased interests of different departments and individuals. Other objectives include: learning how to aim for goals that involve risk-taking, how to overcome fear of failure, and how the organization can extend itself. You will learn how to facilitate strategic planning in the organization which capitalizes on core competencies and protects core weaknesses. This objective involves multi-functional and multi-disciplinary areas such as Marketing, Production, Finance and Human Resources. Finally, learn how to lead an organization in designing systems for itself that will reinforce desired behavior whether that system and behavior are financial or non-financial in nature.

## Specific Learning Outcomes



Specific learning outcomes for the Diagnosis Track include:

- A. Basic techniques for synergistic organizational diagnosis.
- B. Effective techniques for obtaining the active involvement of a company's managerial team in the organizational transformation process.
- C. To guide groups into becoming effective management problem-solving teams and to obtain consensus among a company's management team regarding tough organizational challenges.
- D. How to compose and train teams needed to solve organizational transformation problems identified in the diagnosis.
- E. How to provide leadership upward and to activate the higher rings of the organizational hierarchy.
- F. How to obtain the authority from the organizational power structure to solve organizational problems.
- G. To apply these in specific experiential situations and refine experiential competence and skills. Through the experiential internship activity, students increase their competence and skills in building intra-organization management problem solving teams, conflict management skills, and organizational therapy tasks.

Specific learning outcomes for the Design Track include:

- A. In-depth training in classical management systems thinking, tools and techniques of management analysis and classical concepts of supervision, leadership, and control techniques and strategies.
- B. The fundamental techniques of the "push-pull process" that keeps an organization changing.
- C. How to conduct organization therapy sessions that bring people to agreement on the organization's own value-added competitive advantage and to develop a clear, concise statement of the mission of the organization, identifying their own common, shared sense of vision and mission.
- D. How to structure an organization in light of its mission, functions and required individual responsibilities, which clarify accountability to function.
- E. How to overcome organizational colonialism via organizational design, and how to give line functions more control so that staff recognizes its legitimate role.
- F. To match managers' new responsibilities with appropriate levels of authority, and to wind tunnel-test the new structure and to define and clarify responsibilities within and between units.
- G. To enhance the information systems so they document individual accountability for very dollar in and out of the organization, and develop adequate transfer prices, watch profit and loss within each unit, product or other desired reference points.
- H. To apply these in specific experiential situations and refine experiential competence and skills.

Specific learning outcomes for the Teleology Track include:

Specific learning outcomes include students learning:

- A. How to conduct organization therapy sessions that bring people to agreement on the organization's own value-added competitive advantage and to develop a clear, concise statement of the mission of the organization, identifying their own common, shared sense of vision and mission.
- B. How to structure an organization in light of its mission, functions and required individual responsibilities, which clarify accountability to function.
- C. To get an entire team to participate in order to make cost centers perform like profit centers, negotiate transfer pricing between units, and to get business behavior and efficiency even from not-for profit-units of the organization.
- D. To conduct Strategic Planning sessions in light of the previously determined structure, mission and information base, developing strategic long range plans and systems for increasing product lines, market share, profitability, and human resources.
- E. The skills to develop a reward system including economic, non-pecuniary, task, potency and mission rewards, and to jointly develop incentive systems that reflect cooperation, team achievement, and that motivate people.
- F. Students apply these in specific experiential situations and refine experiential competence and skills.

## Program Structure and Breaks

AGS does not operate on a traditional semester system and students may be enrolled in more than one course concurrently which have different program schedules. Students are simultaneously enrolled in one on-line course each semester while also working on the requirements for 2-4 clinical courses in the phase-work of the Adizes methodology. The clinical coursework includes completion of a participant's internship, completion of their on-line lab-work and, participation in the on-site programs. 15 hours of instructional time are required for each unit of credit granted. The requirements for each are as follows:

### On-line Courses

The theoretical coursework on-line is conducted in 11 week sessions with three terms each calendar year beginning in Winter, Spring and Fall. Students will not take more than one of these courses at a time. The required on-line courses for the clinical programs in all areas of specialization are noted in this catalog and on the website.

### On-Site Programs

The curriculum was established to meet the demands of practicing professionals who can take only limited time away from their professional commitments. Courses are consolidated to 11 – 26 days and offered one time per year. The on-site portion of the program offers classroom instruction as well as significant interaction in a colloquial atmosphere in which students are expected to contribute as much as they learn. Comprehensive exams are also given during this time. On-site training sessions begin each day at 8:30 and end at 5:30. Students should not plan to conduct business during the program and should exercise discretion in making other evening commitments during the limited on-site class periods. On-site class time is:

Specialization in Diagnosis: one session in the middle of the 2nd year (anticipate 19 days)

Specialization in Design: one session in the middle of the 2nd year (anticipate 25 days)

Specialization in Teleology: one session in the middle of the 2nd year (anticipate 22 days) plus one session at the end of a student's 3rd year (anticipate 11 days).

As this is a distance learning program, ongoing residence in California is not required and we cannot offer assistance with student visas. A tourist or business visa may suffice. The School has no responsibility for finding or assisting the student in finding housing. The School will NOT pay any charges associated with travel to the United States or participation in any of the School programs. However, the School will identify reasonably priced hotels in the area. The School will provide a letter of invitation. International students should check with the local US embassy as to applicable requirements and laws.

### Clinical Internship

The internship is a divided into three parts. The pre-internship (part A) is intended to give students the opportunity to observe live client sessions related to each phase in which they are enrolled prior to attending the on-site training. Following the on-site program, students are expected to assist in performing that phase on a client (part B) and then lead the facilitation of a phase with a client under supervision (part C). During these internships, participants also complete home assignments including readings, exercises and analyses of case studies. They maintain close communication with faculty and with each other by posting of assignments in their interactive work groups. The expectation is that students will complete assignments and posting in the same manner as they do in the on-line courses (See On-Line Sessions and Course Work) except that since the internship period is 1 ½ to 2 years long rather than 11 weeks, the time commitment anticipated on a weekly basis for on-line communication is less than 30 minutes.

## Program Structure and Breaks (continued)

The number of days an actual client session will take may vary from client to client depending on the number of participants, size of the company, and complexity or scope of the project. However, the specific minimum time commitments expected for the completion of the internship experience are estimated to be:

Specialization in Diagnosis			Specialization in Design			Specialization in Teleology		
Estimate:	# of days							
	Part A	Part B-C		A	B-C		A	B-C
Phase I	5	15	Phase IV	4	8	Phase IV	4	8
Phase II	4	12	Phase V	8	16	Phase VIII	1	3
Phase III	4	12	Phase VI	6	14	Phase IX	4	8
						Phase XI	4	8

### On-Line Supervised Lab (2 units per taught Phase)

Student interactions (during parts A, B, and C of the internship) with the instructor and with other students are important both as an opportunity to enhance the learning experience by collectively sharing the multiple challenges that arise in actual client work, and also to create a personal and collegial communication network for continued interaction throughout their professional career. It is anticipated that students will spend approximately 1 hour per week in lab-related activities, though it could be more or less. The labs will coincide with progress in the internship. Faculty will generally attempt to check postings daily and respond promptly while internships are in progress, and a minimum of 3x week contact time is required. At a maximum, they will respond to all questions return all assignments within 7 days.

### Core Management Curriculum - Prerequisite Courses:

Prior to entering the program, participants are requested to provide proof of proficiency in the prerequisite courses. Students will be admitted to the clinical program without completion of those prerequisites, but those courses must be completed prior to the on-site training in the course for which the prerequisite is required. Students who can demonstrate a high level of proficiency in a prerequisite course may petition to waive that course without proof of attendance in it. Waivers will be granted in the event a participant can demonstrate knowledge in the course based on occupational skills. Prerequisites are as follows:

For Track 1 – Clinical Specialization in Symbergetic™ Organizational Diagnosis (Phases I-III):  
 Production/Operations/Management  
 Intro to Statistics

For Track 2 - Clinical Specialization in Symbergetic™ Organizational Design (Phases IV, V, VI):  
 Marketing Theory  
 Accounting Theory

For Track 3 - Clinical Specialization in Symbergetic™ Organizational Teleology (Phases IV, VIII, IX, XI):  
 Marketing Theory                      Strategic Planning  
 Accounting Theory                      Business Finance Theory  
 Intro to Operations Research              Business Policy  
 Human Resource Management



## Program Structure and Breaks (continued)

### Doctoral Project – Field Project/Case Study

This course is the final requirement to be completed for a student to earn the title of Doctor of Symbergetic™ Organizational Transformation. Each student selects an academic committee of 3 instructors with whom to work. The Doctoral project is a case study of facilitation with one client using all phases of the area of study in which the student has specialized, OR the documentation of innovations in the field of organizational transformation including a case study indicating their success.

### Length of Program

Completion of the programs as designed requires a minimum of:

- Diagnosis (91 Units, minimum of 3 years)
- Design (101 Units, minimum of 3.5 years)
- Teleology (95 Units, minimum of 3.5-4 years)

### Breaks – Vacation Time

Given the flexible nature of the program, students have a great deal of freedom in scheduling their time. There are 6-week breaks in between all on-line courses. The on-site classes are scheduled well in advance. For all internship work, it is the student's responsibility to coordinate their time with their internship supervisor to allow them sufficient time for whatever breaks, vacation or other personal time away from the program.

### Location, Accommodations and Class Schedule for On-site program

The administrative offices of the Adizes Graduate School are located in Carpinteria, California. Students at AGS come from around the world for the classroom portions of the program and the schedule at the school is designed to minimize both the number of trips a student must make and the number of days to be away from their home and work. The classes during the month-long module may run 6 days a week and are quite rigorous, thus participants should not anticipate being able to conduct business during the training. All classroom courses are offered in the Santa Barbara area.

AGS has a world-wide student body and most students must travel to Santa Barbara to attend the on-site classes. Arrangements for accommodations during these on-site classes will be made by AGS on request.

### **Clinical Program Course Descriptions For Doctoral Degrees in Symbergetic Organizational Transformation**

On-line courses: (see descriptions earlier in this Catalog)

Overview of Adizes Theory & Method	Group Dynamics
System Lifecycles	Epistemology
Spiral Dynamics	Systems Thinking
Principles of Therapy and Healing	Traditional Management Theory

Professional Ethics (5 units)

This course focuses on ethical issues confronted by individuals in carrying out their managerial and professional responsibilities. The application of moral concepts to practical ethical decision making is emphasized. The obligations of business to the community and society at large are also discussed. Topics include ethics theory and applications of critical thinking; organizational and personal responsibilities; ethics and values in a global community; law and ethics: convergence and divergence; rights and obligations of employers and employees; and emerging ethics issues.

## Clinical Phase-work: Classes

### Lecturer's Program (1 unit, 2 days)

Prerequisites: Adizes Methodology: Leadership Tools for Managing Change, or Phase O Certification (Overview of Theory and Method, Conceptual Foundations)

Prior to proceeding with training in the intervention techniques of the methodology, it is necessary not only to have a functional knowledge of the theoretical aspects of the methodology, but also to be able to present these concepts to others. This onsite class provides that capability by teaching the students how to present the Adizes Conceptual Foundations material to achieve the most effective interventions for organizational transformation. It also serves as the cornerstone for all future training by thoroughly educating students into the theory which underlies the methodology. Only through by learning how to teach the material themselves do students fully begin to comprehend all the dimensions to the methodology and really know the material themselves.

The program is designed to teach people how to lecture the material embodied in the theory underlying the Adizes methodology, how to organize a lecture so that there is "take-home value" for the audience every 15 minutes, which topics are suitable for which audiences, and how to field questions from the audience pertaining to the methodology.

### Phase I – Syndag™- Synergetic Diagnosis (3 units, 6 days)

Cognitive Core Course Prerequisites: Production or Operations Management

Syndag™ is an abbreviation for Synergetic Organizational Diagnosis, which reflects that the diagnosis is conducted as a team process requiring the active involvement of the managerial team. This is the first phase of the organizational intervention with the Adizes methodology. In this course participants will learn how to conduct the first phase of organizational intervention, the Syndag™.

This is a diagnosis conducted as a team process requiring the active involvement of the company's managerial team. The course will instruct students on

- How to create an environment where individuals within an organization will feel comfortable sharing their problems (this includes identifying whom to invite to attend the session, how to invite them to attend, how to set up the room, how to lead a discussion that will result in the desired environment);
- How to define a problem;
- How to assure that when people begin to share their problems it does not turn into a blame game, or a witch hunt;
- How to assure that the organization fully down loads all of their problems;
- How to sequence problems in a way that shows a chain of causality (how one problem influences the next problem, which influences the next problem);
- How to identify an organizations location on the lifecycle;
- How to create a plan of action for the organization regarding how and in what sequence they should deal with their problems;
- How use this diagnosis to create tremendous energy for change and a willingness to use team work to change the organization.

After the class and the internships, where the participants practice the phase on their own clients/organization, participants will return for an online lab to review and discuss the application of what they have learned.

## **Clinical Phase-work: Classes**



### **Phase II – Synerteam and Integrator Training (3 units, 6 days)**

The most difficult problems in organizations require cooperation between several individuals and required teamwork does not easily occur in organizations. The Integrators training course is designed to teach participants to provide managers with the special skills and hands-on experience to those individuals who will be working with problem-solving teams.

Concepts, rules, preparation, room set-up, and all the minor details essential to the success of managing problem solving teams and arriving at consensus are taught and reviewed. The work for this course is highly experiential and involves work in small groups in order to practice the facilitation of managing teams. Students will learn to lead teams in problem solving sessions and to harness destructive conflict and make it constructive.

Students will learn how to form problem solving teams and how to lead these teams through the problem solving process. An emphasis is placed on integrating teams through the problem solving process in a way that will build teamwork, mutual trust and respect and results with the finding of a common solution that is clearly understood by all and can be rapidly implemented.

### **Phase III – Implementation Follow-Up (1 unit, 2 days)**

This course explores best practices on how to lead an organization through a meeting where problems are prioritized, tasks are defined, problems solving teams are formed and later they are followed up on to make sure that they either have or will accomplish their goals within the time frame provided.

This course focuses on managing conflict. Participants learn how to provide leadership upward, to activate the higher-ups in the organizational hierarchy, to get the authority needed to solve problems for which a particular manager is responsible. Participants learn how to enlist the support of top management to whom they would not usually have access. In this course, individuals learn how to have organizations identify, analyze and solve functional problems without a witch hunt, and without personal attribution of fault.

### **Phase I/II/III – Primer (4 units)**

Prerequisites: Phase O, Lecturer's Program

This is an overview course (Phase I, II, and III described below) in which students gain the theoretical knowledge of the Diagnosis phase of the methodology in order to understand the foundational work performed with clients. They also gain knowledge of multiple approaches to team building and group problem solving, what makes teamwork effective, and how to promote functional conflict. Students also learn how to create responsibility for change in the organization.

This course also includes significant content on managing conflict. Individuals learn the skills for leading organizations and the top management in identifying, analyzing and solving functional problems of organizational transformation without a “witch hunt” and without personal attribution of fault. Concepts, rules, preparation, room set-up, and all the minor details essential to the success of managing problem solving teams and arriving at consensus are taught and reviewed.



## **Clinical Phase-work: Classes**

### **Phase IV – SynOrScope – Defining an Organization’s Purpose (2 units, 4 days)**

#### **Cognitive Core Course Prerequisites: Marketing Theory**

This course consists of an onsite class and exam, an internship and online labs and instructs participants to be facilitators of the push-pull process that keeps the organization changing.

Participants learn how to conduct sessions that will bring all participants to agreement on a clear, concise statement of the mission of the organization which will be understood and owned by the group. In this phase the organization’s real value-added and competitive advantage are identified, building a sense of vision or mission for achieving a common direction and common goals that have the full support and commitment of the managerial team.

Special emphasis is placed on the creation of a mission that will provide direct insight into how the organization will be structured (phase V) and thus allow the mission to be acted on and achieved.

### **Phase V – SynOrDes – Organizational Design (2 units, 4 days)**

It enables participants to facilitate the design of a structure that supports the mission, matches well with the organization’s technology and responds to the environment with a goal of producing vitality, entrepreneurship and growth. Participants learn to conduct an analysis of organizational functions and individual responsibilities to determine if they are appropriate for the company’s new needs, and to facilitate the assignment of responsibilities and a clarification of accountability.

In light of the mission (Phase IV), Phase V focuses on organizational structure. This course instructs students to facilitate the design of a structure that supports the mission, matches well with the organization’s technology and responds to the environment with a goal of producing vitality, entrepreneurship and growth. Participants learn to conduct an analysis of organizational functions and individual responsibilities to determine if they are appropriate for the company’s new needs, and to facilitate the assignment of responsibilities and a clarification of accountability.

### **Phase V -- Primer in Organizational Design (1 unit, 2 days)**

Students receive an overview on the design of an organization structure which minimizes destructive conflict and creates an environment in which conflict is constructive. They will also learn the principles that govern correct organizational structures so that they are both controllable and flexible.

Students will not be facilitating the design of a structure for organizational transformation, but will learn the theoretical underpinnings of designing structures which support the mission, matches the organization’s technology, and responds to the environment with goals of producing vitality, entrepreneurship and growth, and mission.

### **Phase VI – SynRas – Responsive Accountability Systems (2 units)**

#### **Cognitive Core Course Prerequisites: Accounting Theory**

Participants learn to lead top management to re-design their information systems so that they will fit the new structure and support the decision making process of the organization. This is a process in which the facilitator must be able to encourage openness, sharing and cooperation to use information for the good of the organization rather than as a source of power.

## Clinical Phase-work: Classes

### Phase VI – Primer in Responsive Accountability Systems (1 unit)

Cognitive Core Course Prerequisites: Accounting Theory

This course consists of an onsite class and exam. Students will learn the theory of how to design information systems that make the accountability in an organization transparent so that the responsibility can be monitored corrective action can be applied in a timely manner, and rewards can be distributed to reinforce desired behavior.

Students learn the critical points to examine in redesigning an organization's information systems so that they will fit the new structure and support the decision making process of the organization. They also learn the fundamentals of how to evaluate whether an organization is achieving its new Mission.

### Phase VIII – Peak Performance, Stretching and Sharing (1 unit, 2 days)

Cognitive Core Course Prerequisites: Introduction to Operations Research

In this course, students learn how to utilize the power of team work and the transparency created in the Adizes Accountability system to increase income and reduce costs, effectively "stretching the organization to peak performance." The focus is on how the staff can better serve the line, how to streamline support activities and push for higher levels of performance, breaking through organizational parochialism.

### Phase IX – SynReAI – Synergetic Resource Allocation (2 units, 4 days)

Cognitive Core Course Prerequisites: Strategic Planning, Business Finance Theory and Business Policy

This course teaches students how to develop a long-range plan and to create a strategic planning system for increasing product lines, market share and profitability with the top management teams of both profit and non-profit organizations. Participants are given tools to re-evaluate the potential of the organization and develop a new strategy that supports current successes and finds new directions and strategies to replace discontinued activities. The focus of the strategic resource allocation is both on financial resources and on whatever might be the scarce resources of an organization.

### Phase XI – Reward Structures (2 units, 4 days)

Cognitive Core Course Prerequisites: Human Resource Management

This phase deals with both intrinsic and extrinsic reward systems. The goal of this course is to teach participants how to provide a forum for organizations in which they can jointly develop reward systems that reflect cooperation, team achievement, and that motivate people to perform in a manner consistent with the new mission, goals and accountabilities. The course also deals with money, personal rewards and recognition. In this course, students learn to identify stakeholders and design a centralized system to reward individual, group, departmental and corporate achievement.

## Clinical Phase-work: Internships and Online Labs



### Internships

Internships are practiced off-site at client locations secured by the student. During the internships, students are required to perform their internship with a live client using skills and knowledge gained during the classroom work. They must also be in contact with the internship instructor on a bi-weekly basis.

The internship is divided into three parts. The pre-internship (part A) is intended to give students the opportunity to observe live client sessions related to each phase in which they are enrolled prior to attending the on-site training. Following the on-site program, students are expected to assist in performing that phase on a client (part B) and then lead the facilitation of a phase with a client under supervision (part C). Group dynamics and management of conflict are critical during this phase. Students are required to participate in multiple client sessions.

### On-Line Supervised Lab (concurrent with internships)

Student interactions during the internships with the instructor and with other students where possible, are important both as an opportunity to enhance the learning experience by collectively sharing the multiple challenges that arise in actual client work, and also to create a personal and collegial communication network for continued interaction throughout their professional career.

Labs require attendance and participation in all discussions, as well as submission of a term paper. Students must be in contact with the internship instructor on a bi-weekly basis at a minimum and must post assignments weekly during internship activity. Beyond the instructor's conveyance of information during the on-line lab supervision, the purpose of the on-line participation is for sharing and discussion of professional questions, innovations, successes and problems. Requirements include a review of each student's performance in their internship and review of any questions or special situations that may have arisen.

### Phase I – Synergetic Diagnosis Internship & Lab

Internship (7 units, minimum of 105 hours),  
Online Labs (2 units, minimum of 30 hours)

During the Phase I internship, a Syndag™ is practiced on an actual client. The number of days can vary based on the size and complexity of the organization and the number of participants in the synergetic diagnosis.

#### Learning Objectives:

1. Students will develop their abilities to apply a Syndag™ on an actual client.
2. Students will learn to evaluate their effectiveness in facilitating an organizational diagnosis.
3. Students will acquire increased competence in implementing organizational transformation intervention techniques.

#### Online Lab

1. Students will increase their sophistication and expertise in conducting a Syndag™ for an organization.
2. Students will increase their competence in preparing a diagnostic report.
3. Students will increase their ability to integrate, review and feedback into the learning of the diagnostic method.

## Clinical Phase-work: Internships and Online Labs



### Phase II Internship & Lab

Internship (5 units, minimum of 75 hours),  
Online Labs (2 units, minimum of 30 hours)

Group dynamics and management of conflict are critical during this phase.

Learning Objectives:

1. Students increase their competence in building effective intra-organization management problem solving teams.
2. Students acquire increased conflict management skills
3. Students increase their competence in performing organizational therapy tasks.

Online Lab:

1. Students will enhance their knowledge of how to compose and train teams needed to solve organizational transformation problems identified in the diagnosis.
2. Students increase their competence in being team integrators and in leading discussions toward consensus.
3. Students learn how to teach managers in organizations improved problem solving skills.
4. Students will increase their ability to lead teams to an agreed upon solution strategies for organizational change.

### Phase III Internship & Lab

Internship (5 units, minimum of 75 hours),  
Online Labs (2 units, minimum of 30 hours)

The Phase III Internship involves the facilitation of multiple top management strategic and creative meetings. Assistance will be provided both with regard to the managing committee and conducting POC sessions. Group dynamics and management of conflict are essential during this phase, as with Phase II.

The actual course content is determined by each student and their needs. Some students will find they need additional assistance in fielding client questions, handling group conflict, keeping the process moving, identifying “capi”, managing resistance, promoting continuance of the practice of the methodology, or any number of other possible issues that arise in the course of a the facilitation of phase III. The instructor is available throughout the internship to be of assistance in any of these areas.

Learning Objectives:

1. Students increase their competence to prescribe the managing committee component of organizational therapy.
2. Students increase their sophistication in managing conflict within an organizational diagnosis group session.
3. Students increase their sophistication in managing resistance.

Online Lab

Students will share their experiences across cultures, company size, and stage of organizational lifecycle to mutually enhance each class member’s body of knowledge. Students will share their successes, “failures” and questions that arise in the process of observing and/or facilitating the course material in a client setting in order to learn from the experiences of others and shorten their own learning curve.

## Clinical Phase-work: Internships and Online Labs



### Phase IV Internship & Lab

Internship (4 units, minimum of 60 hours)  
Online Labs (2 units, minimum of 30 hours)

Conducting Phase IV (Mission) on an actual client generally depends on the number of participants and the size and complexity of the organization.

Learning Objectives:

1. Students increase their competence in using the Adizes methodology for managing group process in conducting a mission session.
2. Students increase their capabilities in utilizing the Adizes methodology to write agreed upon mission, purposes and goals.
3. Students are introduced to the delicate art of timing and rhythm in working with a management team.

Online Lab:

Here, special attention is given to client and facilitator's interaction as participants share their experiences. When to "push", when to ease; how to push without being "overpushed" back; when to be silent and let the silence do the work; when to move fast and when to slow down; how to hear what is not being said; and understand what is being said by interpreting styles correctly. Students acquire increased ability to forge a company's mission via a group and/or mentoring process.

### Phase V – Internship & Lab

Internship (8 units, minimum of 120 hours),  
Online Labs (2 units, minimum of 30 hours)

This course provides students with the opportunity to observe the development of a company's overall restructuring. Some of the key facilitation issues include:

- How to handle multiple agendas correctly
- How to avoid political pitfalls while participatively restructuring an organization
- How to push without being overly pushed back
- How to handle client's emotions when client becomes aggressive or hostile
- How to maintain the flow of change
- How to handle those who perceive themselves as losers in the organizational change
- How to maneuver the political power structure, how to read it and avoid being sucked into it
- How and when to finalize or not finalize a structure
- How to appoint people into the structure (staffing decisions)

Online Lab:

Students work collaboratively on-line, sharing their experiences, in order to enhance their knowledge of how to facilitate the design of a structure for organizational transformation which supports the mission, matches the organization's technology, and responds to the environment with goals of producing vitality, entrepreneurship and growth, and mission. Students increase their competence in managing group process and conflict in designing an organizational structure. Students increase their capabilities in defining organizational units, flow of authority and span of control.

## Clinical Phase-work: Internships and Online Labs



### Phase VI – Internship & Lab

Internship (7 units, minimum of 105 hours),  
Online Labs (2 units, minimum of 30 hours)

Students will learn how to design information systems that make the accountability in an organization transparent so that the responsibility can be monitored, corrective action can be applied in a timely manner, and rewards can be distributed to reinforce desired behavior. Phase VI is unique in that in addition to the complex group processes, a significant amount of time may be spent in preparing materials for the client or working individually with the organization's CFO and/or Management Information experts/programmers.

On site with a client, under the close supervision of the instructor, the student will:

- Match responsibilities with appropriate levels of authority
- Define and clarify responsibilities within and between units
- Document individual accountability for every dollar in and out of the organization
- Encourage openness, cooperation and sharing of information
- Develop a managerial information system (rather than a simple accounting information system)

Online Lab:

Students work collaboratively on-line, sharing their experiences, in order to enhance their ability to work with an organization's financial and accounting systems in order to appropriately match responsibility and authority as well as the ability to enhance the information systems so they document individual accountability for every dollar in and out of the organization, and other key indicators.

1. Students increase their competence in managing group process and conflict in designing an organizational structure.
2. Students increase their capabilities in defining organizational units, flow of authority and span of control.

### Phase VIII – Internship & Lab

Internship (1 unit, minimum of 15 hours)  
Online Labs (2 units, minimum of 30 hours)

Students learn and demonstrate their ability to:

- avoid the client taking over prematurely
- avoid creating too much conflict
- avoid losing the energy for change
- develop the commitment and discipline at the client organization

Online Lab: Students will increase their skill in negotiation, addressing questions, handling group conflict, and dealing with unique circumstances as they arise.



## **Clinical Phase-work: Internships and Online Labs**

### **Phase IX – Internship & Lab**

Internship (4 units, minimum of 60 hours),  
Online Labs (2 units, minimum of 30 hours)

This course provides students with the opportunity to observe the development of a company's strategic plan. The goal is to learn to create a common vision of the company's future that has the key management's full support, involvement and commitment. In this stage, a capital budget is prepared.

Students will observe and assist in the facilitation of:

- How to differentiate between policies, strategies and tactics
- How to avoid tactics becoming strategies and policies and strategies becoming tactics
- How to avoid premature strategic planning
- How to match strategic planning with the political power structure

Online Lab Learning Objectives:

1. Differentiate between policies, strategies and tactics
2. Avoid tactics becoming strategies and policies and strategies becoming tactics
3. Avoid premature strategic planning
4. Match strategic planning with the political power structure

### **Phase XI – Internship & Lab**

Internship (4 units, minimum of 60 hours),  
Online Labs (2 units, minimum of 30 hours)

In this Phase, students learn how to lead an organization in designing systems that will reinforce desired behavior, whether that system and behavior are financial or non-financial in nature. This course provides students with the opportunity to observe the development of a company's incentive system.

Students will learn and demonstrate their ability to:

- enable the client organization to develop its own rewards
- enable the client to deal with its own pain
- maintain non-attachment and empower the client

Online Lab:

Students will develop increased competencies related to internship work and taught strategies for utilizing and developing rewards and incentive systems.

## Doctoral Project – Field Study and Supervised Writing



(20 units – three to four 5-unit terms of Supervised Writing, plus up to 5 credits for final project)

A professional Doctoral degree may only be awarded to a student who has completed a prescribed level of study normally requiring a minimum of three academic years of full-time graduate study or the equivalent in part-time study; or, if the program leads to a profession or occupation requiring state licensure, which satisfies the requirements of the state agency. The degree shall include the name of the field in which it is offered (e.g., Juris Doctor or Doctor of Music).

The Clinical Program leads to a Professional Doctoral Degree in Syerbergetic Organizational Transformation. The word “Syerbergetic” is a blending of the words “Symbiotic” and “Synergetic” to highlight both the interdependence among all parts of organizations – individuals, departments, customers, vendors, etc. -- as well as the emphasis on cooperation and working together for an enhanced mutual effect.

The Clinical Program trains future practitioners to utilize a specific methodology via hands-on application in a real-world setting. Upon completion of classwork, examinations, and internships, the final project is a case study of facilitation with one client using all the phases of the area of study in which the student has specialized OR the documentation of innovations in the field of organizational transformation INCLUDING a case study indicating their success.

Participants are expected to spend three or more supervised terms in the program working toward the completion of their dissertation/case study. Each term is 5 units of credit. Some credit may be given for the final project (maximum 5 units). Supervision is conducted in the online forum or through a combination of other networking options that are agreeable to the Chair, Student, and Doctoral Committee. Credit is also given for the final project. At the culmination of the dissertation, students are expected to present their Doctoral work to the AGS community including the invited faculty, students, directors and the examining committee.



## **Application for Admission and Financial Information** (also see website)



### **Who is Qualified?**

#### Requirements for the Clinical Doctoral Degree in Symbergetic™ Organizational Transformation

Individuals wishing to enroll in the clinical program must first complete the Adizes Overview of Theory and Method course. This is to give the student an opportunity to work with at least one AGS faculty member and receive a letter of recommendation from them for the clinical program.

Since AGS requires that each student complete an internship phase where practical experience is gained with the methodology and learning, individuals wishing to enroll in the clinical program must also complete an internship interview and obtain letter of recommendation from an internship mentor. The internship experience is the cornerstone of the clinical program and prior to entering the program, students must a) have secured an internship site and mentor, and b) agree upon the logistics of the internship with that mentor, including signing any agreements with the local internship office as needed relating to confidentiality of information or other local policies. As presentation skills are a vital part of the clinical program, the interview is an important part of the application process. Upon interview completion, a letter of recommendation needs to be secured from the internship mentor indicating completion of the interview and their evaluation of the candidate's presentation skills capability.

The clinical program seeks individuals who demonstrate the potential to function effectively as leaders of organizational transformation. Participation in the program demands high energy, emotional maturity, social awareness and a strong sense of self, and high moral and professional values.

The faculty recommendation along with the recommendation from the prospective internship mentor is necessary to assess a student's potential for success in the clinical program.

In addition to the skills for the On-line program, successful candidates will possess:

1. **Communication Skills:** applicants should have strong written skills such that they are capable of writing professional reports. They should also possess strong oral presentation skills, demonstrating their ability to think on their feet, exude energy and be able to work with top level executives with ease.
2. **Professional Experience:** applicants are expected to have had prior general management experience and/or experience in consulting. AGS is designed as a mid-career school generally requiring a minimum of 10 years of work experience prior to enrollment.
3. **Top Management Outlook:** The practice of the Adizes methodology necessitates an ability to work comfortably with groups of top level management and employ a top management outlook. Applicants should demonstrate prior experience and success working with senior management.
4. **Maturity and Ethics:** Participants are expected to be emotionally mature, socially aware, have a strong sense of self and high moral and professional values.
5. **Academic Background:** While applicants do need to provide proof of a Bachelor's degree or equivalent, a student's grade point average in an undergraduate program does not necessarily predict success in the AGS program and therefore is not considered relevant for admission purposes. There is also no specific area of study that is preferred over any other. However, any applicant who has an M.B.A. or an undergraduate degree in business should possess the skills to pass most prerequisite exams (or provide proof of having taken them).

## Application for Admission

Admission to the  
Clinical Doctoral Degree Program in  
Symbergetic™ Organizational Transformation



THESE PROGRAMS ARE CLOSED TO NEW ADMISSIONS

Students who wish to enroll in the Clinical Program will a) submit all Application materials on the AGS website AND b) complete the Adizes Overview of Theory & Method course, and c) submit the following materials and:

Complete an internship interview and obtain letter of recommendation or verification from an internship mentor: The internship experience is the cornerstone of the clinical program and prior to entering the program, students must

- a. have secured an internship site and mentor, and
- b. agree upon the logistics of the internship with that mentor, including signing any agreements as needed relating to confidentiality of information or other local policies.

As presentation skills are a vital part of the clinical program, the interview is an important part of the application process. Upon interview completion, a letter of recommendation needs to be secured from the internship mentor indicating completion of the interview and their evaluation of the candidate's presentation skills capability.

For any questions concerning the program or the entrance requirements, to schedule an interview, request materials or financial aid application, contact: [ags@adizes.com](mailto:ags@adizes.com) or 805/565-2901

**NOTE: This program is new. We are not able to tell you how many students graduate, how many students find jobs, or how much money you can earn after finishing this course of study. Most students are already employed or working consultants upon joining the degree program. As of July, 2012, we have one active student who has graduated with a Specialization in Diagnosis. No other students have pursued this particular doctorate and admission to the programs is now permanently closed.**

### Course Waivers

AGS will waive the requirements within the current program for any coursework already completed by students who were enrolled in the AGS programs between 1994 and 1999.

AGS will recognize certifications in any Clinical Phase work and Internships from other AGS qualified institutions and waive the corresponding course requirements under the following two conditions:

1. The certifications from these qualified institutions
  - a. have not expired at the time of enrollment, or
  - b. if they have expired then the student elects to take and successfully passes a competency exam. (There is a fee for this assessment.)
2. The student verifies that he/she has been directly and actively involved in the delivery of the Adizes methodology to organizations

**Financial Information**  
(also see website)



**AGS' Semester Unit System**

All courses operate on a unit system in which 15 hours of on-line, on-site or supervised on-line coursework equals one semester unit. Units for the clinical internship experience may be given at 60% of those hours such that 15-23 hours of client observation or facilitation equals one semester unit.

The cost per semester unit for on-line courses is \$400 (\$2000 a course).

The cost per semester unit for on-site courses (in phases I-XI) is \$1200.

The cost per semester unit for online supervised lab work (in phases I-XI) is \$400

The cost per semester unit for internship work is \$600

The Specialization in Diagnosis requires

91 units without a Masters Degree at admission, 71 units with a Masters (advanced standing)

The Specialization in Design requires

101 units without a Masters Degree at admission, 76 units with a Masters (advanced standing)

The Specialization in Teleology requires

95 units without a Masters Degree at admission, 75 units with a Masters (advanced standing)

**Estimated Total Fees**

Doctoral degrees in Sybergetic™ Organizational Transformation:

Specialization in Diagnosis (phases I, II, III)

Maximum cost with Masters, \$42,700, without, \$51,100

Specialization in Design (phases IV, V, VI)

Maximum cost with Masters, \$47,500, without \$58,000

Specialization in Teleology (phases IV, VIII, IX & XI)

Maximum cost with Masters, \$48,300, without \$56,700

For payments due for each Term, see the current Enrollment Agreement.

**Other Fees:**

Registration (included above) - The Registration fee is a one time, non-refundable charge of \$100.00 USD.

Those who register late (without notice) will be charged an additional \$250 fee to expedite their enrollment.

Registration and Enrollment

Participants must register their enrollment for on-line classes and for the clinical program no less than 60 days prior to the start of the session in order to allow themselves adequate preparation time for the seminar. Readings are assigned prior to the beginning of some courses.

Course Delivery (included above) - Additional costs include software access fees at \$25 per month, or partial month, that you are participating in an online course. This ranges from \$75-100 per term. All offline materials not supplied by faculty, journal subscriptions and equipment requirements are the responsibility of each individual student. All above costs are payable when you enroll.

**Financial Information**  
(also see website)



**Other Fees: (continued)**

Conferences (not included)-

There will be no additional tuition costs for conferences, no charge for conference materials, no charge for the online Software Training program. Students are responsible for room, board and travel related expenses. Estimated minimum cost is \$150/day while in Santa Barbara.

Miscellaneous expenses (not included) –Participants are expected to purchase most books, materials, and any journal subscriptions necessary for the completion of their work. Students are responsible for office supplies, Internet access, software, hardware, copying and postage. The Spiral Dynamics course may have a materials fee of \$36.00 USD.

Note that the above ‘total’ costs do not include the:

- state-imposed STRF assessment of \$2.50 per \$1000USD in AGS fees paid by the student per term
- late application fees (\$250)
- experiential credit documentation fees (\$1000)
- repeated attempts to earn credit for a course
- repeating the comprehensive exam for the Masters Degree (\$750)

Additional supervised terms for case writing may be required by a Doctoral Committee.

DIAGNOSIS	Year 1			Year 2			Year 3			Year 4			Tuition and Fees		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Tuition	Software Fees (maximum)	Registration Fee (first course)
Maximum cost with Masters, \$42,700, without, \$51,100 Minimum completion time is 3 years															
Requirements for All Students: Doctoral Specialization: Organizational Diagnosis					Phases I, II and III Intern (8) - Pre-Internship (13-14 days)										
						Phases I, II and III Intern (8) - Pre-Internship (13-14 days)									
Additional Requirements for Students with Advanced Standing	Advanced Orientation Theory	Spinal Dynamics	Professional Ethics	Professional Epistemology	\$8,000								\$42,200	400	100
Additional Requirements for Students with Bachelor's Degree	Advanced Orientation Theory	Life cycles	Spinal Dynamics	Principles of Therapy & Healing			Group Dynamics	Professional Ethics	Systems Training	\$16,000			\$50,200	800	100



DESIGN	Year 1			Year 2			Year 3			Year 4			Tuition and Fees		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Tuition	Software Fees (maximum)	Registration Fee (first course)
Maximum cost with Materials: \$47,500, without \$58,000 Minimum completion time: 6-3 years with Masters, 3-1 1/3 years without															
Requirements for All Students: Doctoral / Specialization: Organizational Design					Lecture (2 days), Primer for All (8 days), Phase IV, V, VI (12 days) \$1,200										
Additional Requirements for Students with Advanced Standing															
Additional Requirements for Students with Bachelor's Degree															





**Financial Information**  
(also see website)



**Withdrawal and Refund Policy-**  
**ADDITIONAL POLICIES FOR CLINICAL PROGRAMS**

**SEE SCHOOL CATALOG FOR CRITICAL REFUND POLICIES  
REGARDING ONLINE CLASSES, SOFTWARE ACCESS FEES  
AND OTHER COURSE FEES**

There will be no refund of tuition after six weeks in any on-line class  
There will be no refund after 8 months of lab or internship (part A)  
There will be no refund after 60% of course time in individual on-site courses

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Internships and Online Lab Supervision: Payments for these classes are due at the rate of 25% per course for each of the two trimesters prior to and following the on-site programs. These classes therefore start 8 months prior to the on-site course for the pre-internship portion of the program. Once class is in session, refunds for internships and online lab supervision are based on a per month charge. In addition to the enrollment fee, the number of months of class time that have passed up to and including the date of notice (and rounded to the closest month) will be deducted from the total amount of tuition paid and the balance refunded. There will be no refund for any withdrawal after 6 months (Part A of the Internship).

As an example, say the phase I internship and on-site lab began on September 1, and a student notifies AGS in a certified letter postmarked February 6 that he or she wishes to withdraw. At February 6th, slightly over 5 months of the class would have passed (which would be rounded down to 5 months) out of a total of 20 months, or 25% of the class time. The student would therefore owe only 25% of the total tuition or \$975 for the internship and \$200 for the online lab supervision. At this time, however, given AGS' extended payment schedule, the student would have paid for two trimesters or 50% of the class which would be \$1950 for the internship and \$400 for the phase I online lab supervision. He or she would therefore receive a refund of \$975 for the internship (\$1950 paid with only \$975 owed) and \$200 for the online supervised lab (\$400 paid with only \$200 owed)

On Site Courses: Once class is in session, refunds are calculated based on the time spent in each individual course in which the student is enrolled and on the number of hours of class time prior to student's withdrawal. There will be no refund granted for any withdrawal after 60% of the class time has elapsed.

As an example, say a student attends the first 8 days of on-site training in their second year and then withdraws from the program. After 8 days, the student would have completed all of the Lecturer's program so no refund would be due for that portion of the program. The student would have attended 2 of the 6 days of the Phase I program; 4 of the 6 days of the phase II program; and none of the phase III program. In this case, the student would have attended more than 60% of the phase II program, so the only programs for which they would be eligible for a refund would be for phases I and III. Having taken 2 of the 6 days of the Phase I program, the student would be eligible for a refund of 4/6 of the tuition for this course or \$2400 and all of the tuition for phase III or \$1200, for a total of \$3600. (Alternatively, if the student had not paid in full for this program prior to the start of class, they would be responsible for all tuition for this program with the exception of the \$3600 or a total of \$6000.





**REVIEW ENTIRE SCHOOL CATALOG AND POLICY MANUAL FOR ALL  
Probation and Dismissal Policies  
Leave of Absence Policies  
and additional policies that you are responsible for.**

**Attendance and Participation Policies**

An excess of 10% absence in a class is cause for a failing grade at the discretion of the instructor and with regard to content missed. Each student is expected to participate at least 3x weekly in each 11-week online session and at least 1-2x weekly during the supervised on-line internship portion of the clinical program. Acceptable participation includes providing timely feedback to the work of your peers, contributing to the on-line dialogue and collaborative projects in a timely manner, and completing assignments fully and on time. On-line classes require a minimum commitment of 15 hours per week to excel. The clinical internships generally require about 1 hour a week with the exception of the time a student is directly conducting a client session themselves, during which time the number of hours is unlimited.

An excess of 10% absence (or non-participation) in a class is cause for a failing grade at the discretion of the instructor and with regard to content missed.

**Additional Requirements for Clinical Students**

**Coaching and Facilitation Skills as well as the Increasing Ability to Manage Conflict**

For clinical students, the quality of individual client work during the internship will be also be evaluated. While reports are not generally created for clients during the practice of the methodology, reports about the work performed will be required to be submitted to the instructor. Students must be able to demonstrate both a technical competence in assimilating the information presented as well as their ability to manage a group of senior executives in the practical application of that technology. Students receive feedback and progress reports throughout the extended internship in each clinical course. As this is a practical, rather than theoretical, program, a student's active participation, original contributions and initiative are vital. Participation means asking pertinent questions and collegial assistance to others in understanding and practicing the concepts -- not just responding to assignments and direct questions.

**Founding Advisory Board**

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Archie Kleingartner, Ph.D., Professor, Anderson Graduate School of Management at UCLA;  
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Former Director Executive Education, Stanford University 1979 – 1988  
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Young Presidents Organization 1985 – 1986  
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**The Adizes Graduate School for Change and Transformation is approved by the California Bureau for**

**Private Post-Secondary Education.**

**Adizes Graduate School does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation or disability. All facilities are barrier free and accessible to the disabled.**

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**<http://www.adizesgraduateschool.org>**

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