

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



Adizes Graduate School

www.AdizesGraduateSchool.org

This Catalog contains information about the following programs:

Interdisciplinary Programs

Master of Arts in Organizational Transformation - NOT ACCEPTING NEW STUDENTS
Doctor of Philosophy (Ph.D.) in Organizational Transformation - NOT ACCEPTING NEW STUDENTS
Dual-Track M.A. / Ph.D. in Organizational Transformation - NOT ACCEPTING NEW STUDENTS

NEW Interdisciplinary Programs
Certificate, Master of Arts, and Doctor of Philosophy (Ph.D.) in
Symbergetic™ Change Management Theory

Business Administration Programs

Certificate in Business Administration
Master of Arts in Symbergetic™ Business Administration

Symbergetic™ Programs with Adizes Methodology

Professional Doctorates in
Organizational Diagnosis, Design and Teleology - NOT ACCEPTING NEW STUDENTS

NEW Professional Programs!
Certificate, Master of Arts, and Professional Doctorate in
Clinical Symbergetic™ Organizational Management & Transformation

NEW Continuing Education Programs
All of the above programs open to enrollment are offered in a non-credit, non-degree format
for students who may not have the qualification to enter a graduate program.

**This catalog is valid beginning 8/18/15 at least until 8/17/16 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.

As a prospective student, you are encouraged to review this Catalog and the School Performance
Fact Sheet (in the Enrollment Agreement) prior to signing an Enrollment Agreement..

**Adizes Graduate School is located at 1212 Mark Avenue, Carpinteria, CA 93013
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.**

Mission, Purpose and Objectives



Adizes Graduate School Programs are committed to creating a broad, interdisciplinary theory base from which new ideas for the enhancement of organizational growth may emerge. Each course of study is designed to ensure a deep understanding of theories of change from the perspectives of science, philosophy, and the humanities. We offer our scholars, through synergetic academic inquiry and supervised practice, the opportunity to acquire enhanced understanding of managing organizational transformation and augmenting the quality of the process of change.

Each Professional 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 Professional Programs to produce graduates who know how to work with a management team that can make strategic decisions that actually get implemented. 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.

ALL STUDENTS, PLEASE READ:

Catalog / Fact Sheet / Library: As a prospective student, you are encouraged to review this Catalog and the School Performance Fact Sheet (in the Enrollment Agreement) prior to signing an Enrollment Agreement. All students will have access to digital or on-ground library resources for use during coursework. Resources are provided by the Adizes Graduate School.

On-Site Sessions: Most classes are held online for which computer and internet access are required. Equipment and internet access are not provided by the school. Live seminars, classes, and conferences will usually be held at rented professional conferencing venues in Santa Barbara, California, or at the Adizes Graduate School headquarters at
1212 Mark Avenue, Carpinteria, CA., 93013.

Required Participation: Students are required to go online (participate in dialogue) 3x/week and instructors will respond in kind. This is not a weekend program. Courses require a minimum of 15 hours per week to pass.

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.

Unanswered Questions / Complaints: 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 Postsecondary Education:
Questions: 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833
Telephone: (888) 370-7589, (916) 431-6959 FAX: (916) 263-1897
Any 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).

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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 can be admitted to the Interdisciplinary Ph.D. programs directly. To be formally accepted as a Ph.D. candidate and begin writing a dissertation, specific AGS courses must be completed: *Adizes methodology, Spiral Dynamics, Research Methods and Epistemology*. A Concept Paper must be submitted to the Doctoral Committee for approval.

English Proficiency

Participants reside in many countries and speak many languages; however, seminars/courses 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	
256mb RAM, 17" monitor	Audio player/speakers
256K modem, DSL, ISDN, cable or satellite	Video player
one gigabyte <i>free</i> hard drive space	Scanner
MS Word, Internet Explorer, Adobe Acrobat	Printer
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. The Orientation is particularly critical for students taking online courses.

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 primarily a non-residential, internet-based school. However, there are some on-ground required courses and optional 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.

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. The School has no facilities available for housing students or faculty members. Hotel accommodations in Santa Barbara and surrounding areas are likely to cost at least \$100-150/day, plus meals and transportation.

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.

Students are expected to go online and engage in dialogue 3x each week. This is not a weekend program. Instructors will respond in the online forum weekly, responding to each student individually, and will return grades to Administration within 10 business days of the end of each term.

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 online 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. It is, however, important that degree candidates stay up to date with the advances in the field and persevere. There will always be crises in our personal and professional lives, and pursuing educational goals can instill a sense of confidence and progress even during difficult times.

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 and/or evidence of practice in the field.

The degree program must be completed within seven years. Re-application is required after seven years.

INSTITUTIONAL AND STUDENT PERFORMANCE FACT SHEET

One student has graduated from the Masters of Arts in Organizational Transformation. Two students have graduated from the Ph.D. in Organizational Transformation. One student has graduated from the Professional Doctorate in Synergetic Organizational Transformation with a Specialization in Diagnosis. The School does not enroll students as cohorts in any course or program.

AGS does not track the number of students who are placed or the starting salary you can earn after finishing the educational program. AGS students are generally employed in their field and attending to broaden their professional and intellectual horizons. Information regarding general salary and placement statistics may be available from government sources or institutions, but is not equivalent to actual performance data.

Any questions a student may have regarding this fact sheet or enrollment agreement that have not been satisfactorily answered by the institution may be directed to 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: <http://www.BPPE.CA.Gov>.

Grading Practices



Lesson responses will be returned within one week. Grades will be forwarded to students within 14 days of the end of each term. Terms of Supervision, whether dissertation writing or internship practicum, are negotiated and set up in a process scheduled and managed in coordination with each individual student and their supervisor. Standards of achievement are based on customary expectations for graduate level work. The AGS Grading Scale is qualitative:

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)

NOTE:

A High Pass on each written exam is required to proceed to the next phase of training in Adizes Methodology. Not all courses require exams.

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.

Library Services:

The Adizes Graduate School (AGS) Information Specialist renders library support to Adizes Graduate School’s programs of study by providing traditional library service in a nontraditional environment, thereby facilitating the research activities and needs of learners, faculty, and staff.

As a virtual library, the Adizes Graduate School Library does not maintain a traditional, in-house, print library. The Library provides electronic access to over a million items, offering journal and newspaper articles, eBooks, handbooks, dictionaries, encyclopedias, dissertations, the conference papers, economic forecasts, company reports, videos, plus more. Always evaluate resources for integrity and accuracy.

For access to these references, please contact the Information Specialist by telephone at 805.453.9075 or by email at library@adizes.com.

Contact the AGS Library Information Specialist for questions about locating items on the Library website, assistance with research, database technical support, interlibrary loan requests, and locating items in local area libraries. Copies of periodical articles may be procured under the guidelines of the 1978 Copyright Law, which imposes annual limits on periodical photocopy requests.

Credit Transfer, Experiential Credit, and Challenge Exam Policy

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION TO OTHER INSTITUTIONS.

NOTICE CONCERNING EXPERIENCE AND CREDITS ACCEPTED FOR TRANSFER TO AGS

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 (credits, 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: AGS has no articulation or transfer credit agreements with any other colleges or universities. AGS can accept a total of (6) graduate credits in a Masters program and (3) credits of the first 30 credits required of a Doctoral program. This is the total allowed for all Experiential Credit and Transfer Credit combined.

COST: A fee of \$100 is charged to the student for documentation of Experiential Credit regardless of the number of credits to be documented. There is no charge for applying Transfer Credit.

REFUNDS: The Experiential Credit fee is not refundable.

CREDIT DENIED: If credit is denied you may appeal an instructors' decision within 60 days.

EXPERIENTIAL CREDIT DEFINITION: Experiential Credit is given to the student for learning achieved outside of a traditional school setting. It may include non-credit coursework or exams taken at any type of institution, or life experience such as seminars, trainings, conferences, or workshops attended. Credit can be applied to a Certificate or Degree.

EXPERIENTIAL CREDIT LIMITS: Experiential Credit can be applied for Adizes examinations (taken anywhere) in lieu of exams at AGS or a course in basic Adizes methodology online. Attendance at a Lecturer Training or Enhanced Phase 2 outside of AGS may be accepted for credit in AGS programs; Breakthrough to Prime! 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 a course.

DOCUMENTATION: Experiential credit is documented according to State regulations when

- a) the student can demonstrate (in writing) that prior learning is equivalent to AGS requirements for the course.
- b) The student's submission will be evaluated by active Faculty qualified in that subject
- c) 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).
- d) The Director of Academic Services shall review and approve each request for Transfer or Experiential Credit to assure compliance with State regulations. Appeals in writing may be directed to the Dean of the School.

International Visas, Letters, Housing Information for Students

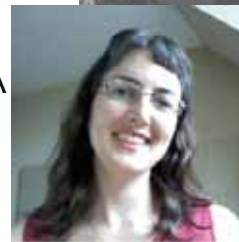
Residence in the United States is not required for any AGS program. We cannot offer assistance with student visas. A tourist or business visa may suffice for short trips for conferences or exams. The School has **no** responsibility for assisting with travel, finding or assisting the student in finding housing. The School will **NOT** pay charges associated with travel to the United States or participation in any School programs. The School will identify reasonably priced hotels, provide a letter of invitation stating that accommodations have been identified, and that the student's presence is requested pursuant to program objectives. A hotel will probably cost about \$100-\$150USD per day, plus meals and transportation. International students should check with the local US embassy as to applicable requirements, documents, and laws. 8

AGS Core Personnel and Faculty

Ichhak Adizes, Ph.D. 1967, Comparative Management, Columbia University
Chair of the Board of Directors, AGS Founder
Adjunct Faculty, Adizes Graduate School, 1994 - present
Author of hundreds of articles and over a dozen books
translated into more than 23 languages



Demelza Benton, B.A. 2005, Russian Language & Literature, UCLA
Registrar, AGS, 2010 to present
Instructor, University of Chicago, 2007-2009
Foreign language instructor in Russia, 2006



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, AGS 1999- present
Adjunct Instructor, AGS and George Washington University, 2007 - present
Ed.D. Candidate, Aspen University, 2010 - present
Coauthor with Dr. Bruce LaRue: *Synthesizing Higher Education & Corporate Learning Strategies, Handbook of Online Learning* (2nd ed. 2010, SAGE)



Paula Gray Lemons, MBA 2014, California Southern University
CEO (2015), COO/CFO Adizes Graduate School 1996- present
Executive Certificate in Business Administration, Notre Dame University -
Mendoza School of Business, 2013
Masters candidate, (Christian Counseling) Christian Bible College & Seminary, 2011- present

Eugene Kritski, Ph.D. 1988, Sociology, St. Petersburg State University of Education
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/coauthor 3 books, 2 monographs, a dozen papers and articles in English and Russian



Virginijus Kudrotas, Ph.D. 1997, Education, joint program (see below)
Dean, CAO, Adizes Graduate School, 2010-present
Doctor of Social Sciences (Education), joint program via Kaunas University of Technology, Magnus Vytautas 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, Fielding Institute
President, Applied Development Services
Lead 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.

CEO/Secretary of the Board: Paula Gray-Lemons, MBA

CAO/Dean: Virginijus Kundrotas, Ph.D.

Members: Dr. Carlos Valdesuso, Peter Shtrom, Nurit Adizes

Additional Adjunct Faculty (partial list)

Dan Axelrod, Juris Doctorate 1963 Harvard Law School

Janet Durgin, Ph.D 2005, Organization and Management, Information Technology, Capella University

Darrell Gooden, M.Sc. 1999, Technology Management, Pepperdine University

Jeanne Henry, Ph.D. 2005, Guidance and Counseling Psychology, Indiana State University

Ted Sun, Ph.D. 2010, Organizational Psychology, Capella University

Doctor of Management 2004, Organizational Leadership, University of Phoenix

Okima Williams-Amaya, Ph.D. 2010, Education and Professional Studies, Capella University

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.

NOTE: A High Pass on the written exam for each Adizes Phase training is required to proceed to the next phase.

Participation: Student participation in the online 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: Coursework will include research papers that require the use of graduate-level library collections such as electronic databases (like ERIC, ProQuest, Google Scholar) and subscriptions to relevant journals. 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.

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.

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.

Withdrawal, Cancellation and Refund Policy

Refunds require withdrawal prior to the beginning of the 6th week of class. Once the sixth week 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, unless the Fund is at capacity.

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, and in your Enrollment Agreement.

Student Services



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.**

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.

Grievance Policy and Procedure



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.

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.

Telephone: (805) 565-2901

Fax: (805) 565-0741

<http://www.adizesgraduateschool.org>

Adizes Graduate School is approved by:

The Bureau for Private, Postsecondary and Vocational Education for the State of California (BPPE)

Online 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.

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.

On Line Sessions and Course Work



On Line Participation - Each term, or trimester, is eleven weeks in length with six-week breaks in-between terms. 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 3 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. Faculty members are expected to respond, facilitate and direct the online courses on this basis, communicating with each student in response to individual posts within 2-3 days. Marks are due within 7 days.

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.

Contact the Director of Academic Services if you experience a delay in receiving feedback from faculty or your peers. Final grades will be forwarded to students from Administration within 14 days of the end of each term.

15 hours per week <i>minimum</i> will be necessary to succeed in an online course.
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Reading - Your choice of scholarly readings is 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 and the efficiency of local shipping services.

Projects - Collaboration and creativity are emphasized along with analytic rigor in the discussion of personal, institutional, and societal transformation. 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.

Adizes Graduate School offers
Certificates & Degrees in
subject areas related to
organizational management and transformation.



Interdisciplinary Programs

Master of Arts
Doctor of Philosophy
dual track MA/PhD in
Organizational Transformation

- NOT ACCEPTING NEW STUDENTS

Certificate
Master of Arts
Doctor of Philosophy
in Syerbergetic™ Change Management Theory

Business Administration Programs

Certificate in Business Administration
Master of Arts in
Syerbergetic™ Business Administration

[All AGS Manuals \(Policy Manual, Thesis Manual, etc.\)](#)
[Application](#) [Self Assessment](#) [Preparatory Exercises](#)

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



- NOT ACCEPTING NEW STUDENTS

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.

Courses include:

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

Total Time to Completion (estimate): 3.5 years

Total Credits: 50

- On Ground (optional, 0-9 days)
- Online (9-10 terms)

Ph.D. in Organizational Transformation (with Masters from AGS)

- NOT ACCEPTING NEW STUDENTS

The following additional courses are required.

- Systems Thinking
- Models of Conflict
- Three (3) Terms of Supervised Writing
- Theories of Change and Development
- Qualitative Social Research Methods

...and the dissertation itself is awarded 5 credits in this program.

Total Time to Completion: 1.5 years beyond the Masters

Total Credits: 40 additional (90 total)

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



- NOT ACCEPTING NEW STUDENTS

The Ph.D. Program includes 9 classes and 3 terms of dissertation supervision (60 units). The coursework explores managing change, seeking commonalities through the analysis and critical examination of literature in science, philosophy, and the humanities. Four courses are required before a Concept Proposal for the dissertation can be approved: Spiral Dynamics, Adizes Methodology, Epistemology, and Research Methods. The Spiral Dynamics and Adizes courses are offered both online and in a combination of on-ground seminars in California followed by online synthesis work. Ask an advisor for details and schedule. Non-credit elective research and writing courses are available to assist students with the dissertation process.

The dissertation will be a comprehensive cross-disciplinary work supporting the design of an original management model. Students will design their own model for managing change based on integrated theory (literature review) for use in a specific management context of their choosing. Non-credit elective research and writing courses are available to assist students with the dissertation process. There are two options for pursuing the Ph.D.:

Ph.D. in Organizational Transformation

(for students with a Masters, MBA, or 30 units of graduate credit from another school)

- NOT ACCEPTING NEW STUDENTS

- Adizes methodology: Leadership Tools for Managing Change
- Principles of Healing
- Theories of Change and Development
- Qualitative Social Research Methods
- Three (3) Terms of Supervised Writing (Dissertation)
- System Life Cycles
- Systems Thinking
- Models of Conflict
- Epistemology
- Spiral Dynamics

(Online classes are 11-weeks, Supervised Writing courses are 6 weeks.)

Total Time to Completion (estimate): 3.5-4 years

Total Credits: 60

The Dual-Track MA/Ph.D. in Organizational Transformation

- NOT ACCEPTING NEW STUDENTS

Students who have a Bachelors Degree can earn a Ph.D. by taking the courses of the Ph.D. program (60 units) and the courses below (25 units). The Masters Degree can also be awarded 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
- Traditional Management Theory
- Vision and Values
- Group Dynamics

...and the dissertation itself is awarded 5 credits in the dual-track program.

Total Time to Completion: 5-5.5 years

Total Credits: 30 additional (90 total)



NEW!
**Certificate, Master of Arts, and Doctor of Philosophy in
Symbergetic™ Change Management Theory**

Certificate in Symbergetic™ Change Management Theory:

The program is designed to assist participants in acquiring applied evidence based knowledge on how to change organizations while nurturing beneficial interdependencies (symbiotic relationships). At the same time, growth-oriented collaboration that capitalizes on diversity of styles and cultures (synergetic relations) are defined and encouraged. This dual objective is defined as a “symbergetic™” process for the management of change.

The graduates of this program will acquire tools enabling them to diagnose and predict which change efforts will succeed, which will fail and why. Core tools to be explored include:

- Roles and styles needed for organizational health
- Theory of organizational lifecycle - predicting organizational problems
- Coalescing authority, power and influence in decision making to improve the probability of implementation
- Organizational architecture: aligning roles and styles for effective organizational structures
- Essential leadership styles for each stage of the organizational lifecycle

In addition, participants will study alternative managerial systems and the application of Adizes theory to policy, managerial and personal growth issues.

Courses include:

- Adizes Change Management Theory (exam, 1.5 credits)
- Adizes Roles & Styles (exam, 1.5 credits)
- Lifecycle Theory (exam, 1.5 credits)
- Alternative Managerial Systems (2.5 credits)
- Application of Adizes Theory to Policy, Managerial and Personal Growth Issues (3 credits)

Total Time to Completion depends on preparatory strategy for the exams. Students may take preparatory courses or test after independent study.

Total Time to Completion (estimate): Six (6) Months

Total Credits: 10

- On Ground (optional 0-9 days)
- Online (1-2 terms)
- plus Examinations

Master of Arts in Symbergetic™ Change Management Theory:



The Masters Degree is awarded to those students who complete the Certificate in Symbergetic™ Change Management Theory and core knowledge areas in:

- Spiral Dynamics (leadership strategies for managing value systems),
- Group Dynamics,
- Traditional Management Theory, and
- Epistemology.

Total Time to Completion (estimate): 1-1.5 years beyond the Certificate

- On Ground (optional, 0-6 days)
- Online (3-4 terms)

Total Credits: 20 (total for degree = 30)

Ph.D. in Symbergetic™ Change Management Theory:

In depth theory-based coursework includes the exploration of theories of change and organizational systems; principles of healing and coaching; models of conflict; organizational structures and sociocultural systems; the purpose of vision and values in organizational contexts; styles and interests in personal and professional life; and research methods.

The above courses plus:

- Theories of Change
- Systems Thinking
- Styles and Interests in Personal & Professional Life
- Organizational Structures and Sociocultural Systems
- Three (3) Terms of Supervised Writing (Dissertation)
- Vision and Values
- Models of Conflict
- Principles of Coaching
- Principles of Healing
- Research Methods

Non-credit elective research and writing courses are available to assist students with the dissertation process.

Total Time to Completion (estimate): 4 years beyond the Masters

- Online (nine 11-week terms, one class at a time)
- Supervised Writing (three 6-week terms plus writing time)

Total Credits: 60

Dissertation Requirements: The dissertation requires original research at advanced levels in the field of organizational transformation, a high level of scholarship and systematic academic inquiry. The outcome is a qualitative literature-based research degree that demonstrates an integration of theory.

The student will select a concept related to Adizes theories on managing change (such as 'mutual trust', a lifecycle pathology, or a leadership style for example). The student will explore cross-disciplinary theories relevant to an approved subject in this context. (continued....)

The objective of the study will be to enhance the operation of the methodology and show how an enhancement might impact the rest of the Adizes 'management map' and/or Adizes operational theories, as well as how the enhancement may apply (or not) across multiple disciplines in the social sciences.

The dissertation -

- requires the capability to integrate multiple disciplines on a particular subject having to do with change processes or managing change processes in the organizational or societal context.
- Demonstrates (via evidence in the literature review) an understanding of organizational management in both practice and in theory.
- Identifies commonalities on the topic of change, to be substantiated through the literature review.
- The final product is not intended to be actionable or tested in any way.
- Three terms of supervised writing are required.

The student's Concept Proposal will meet all requirements for, and be approved by following all current Ph.D. program requirements at the Adizes Graduate School. The Concept Proposal evaluation will answer questions like:

- What is the subject of the dissertation?
- Does it relate to change, to what causes change, or how to manage change?
- Which disciplines will the candidate research to find the common denominators for that topic?
- Which books did he or she already read?
- What is the common denominator, in theory, that the candidate expects the dissertation to focus on?
- Is there potential logic? Is it clearly conceptualized?
- Are the concepts presented well defined?
- Will the concept move forward the existing body of knowledge in the field?
- Has anyone else already made the same claim?
- How shall the candidate support the potential applicability of the enhancement within the structure of the Adizes management map and/or within Adizes theories for managing change?

Non-credit elective research and writing courses are available to assist students with the dissertation process.



NEW!
Certificate in Business Administration
Master of Arts in Symbergetic™ Business Administration

Certificate in Business Administration:

Students will learn traditional business administration practices with an overview of the principles of management that apply to supply chains, human resource development, sales, accounting, marketing, finance and strategic planning. Modules include logistics, planning, incentive alignment, and operations; assessment in terms of resource allocation and market trends; training strategies in a number of contexts; using incentives; bottom line decision making, capital and budgeting; structure, values, and communications; and the core components of organizational strategy. More detailed learning outcomes can be found in the course descriptions.

Course	Credits
Principles of Supply Chain Management	2
Human Resource Management/Development	2
Principles of Sales Management	2
Principles of Accounting	2
Principles of Marketing	2
Strategic Planning	2
Principles of Finance	5

Total Time to Completion (estimate): 1 1/3 year

Total Credits: 17

- Online (4 terms)

Master of Arts in Symbergetic™ Business Administration:



Graduates of this program will understand how to lead the symbergetic™ diagnostic process - identifying where an organization is currently in its lifecycle, and which problems are normal and which or abnormal for that lifecycle stage. Students will learn how to lead an organization in designing its' own program for change, how to assure that the program will be implemented and that it will solve at least forty percent of the existing problems and improve upon another forty percent within a year. Students will learn how to integrate cross functional teams in order to solve subsystem problems within the organization. They will learn a bottom-up leadership strategy, as well as top-down strategy.

Core techniques taught in this program include:

- a. How to differentiate between the causes, symptoms and manifestations of a problem and develop the correct strategy for addressing them in order to solve the problem holistically.
- b. How to identify which decisions should be made by an individual and which decisions should be made by a team.
- c. How to identify who needs to be involved in a problem solving team in order to assure effective implementation.
- d. How to identify different sources of conflict in a problem solving team as they come up, and how to make the sources of conflict constructive.
- e. How to integrate a team through the decision making process, so that all members are excited about and support the solution.
- f. How to allow for participative management without undermining management's authority.

a) includes the courses for the **Certificate in Business Administration AND**

b) includes the courses for the **Certificate in Clinical Symbergetic™ Organizational Management and Transformation** (see Professional Programs), which includes the following courses...

- Adizes Change Management Theory (exam, 1.5 credits)
- Adizes Roles & Styles (exam, 1.5 credits)
- Lifecycle Theory (exam, 1.5 credits)
- Lecturer Training (1 credit, on- ground course)
- Professional Ethics (5 credits)
- Group Dynamics (5 credits)
- Enhanced Phase 2 (exam, 4 credits, on-ground course)

Total Time to Completion (estimate): one year beyond the Certificate in Business Administration

- On Ground (9-18 days)
- Online (2-3 terms)
- Examinations

Total Credits: 19.5 (total for degree = 36.5)

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. Therefore,
the syllabus available online may not be the most recent version.
Students are provided with a list of required textbooks
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.

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.

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.

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.

Principles of Coaching

This course addresses the principles behind professional practice in terms of facilitating synergistic change. The health of an organizational system and client are explored in terms of Western, Eastern, and other traditional, alternative, complementary, and non-allopathic healing or therapeutic methods. Throughout this course, we will explore the foundations of practitioner responsibility from individual and family practice as might be applied to organizational practice. We will also address ethical principles of “professionalism,” such as helping clients heal themselves, not developing dependencies, and ensuring clients are as interested in the healing process as the consultant or therapist. Confidentiality as well as responsibility with regard to other practitioners and competitors are likewise addressed throughout this course.

Principles of Finance

This course prepares managers to make effective business decisions using the organization’s accounting data. Topics include balance sheets; income and cash flow statements; inventory, plant, and equipment; investment decisions; corporate structure; present value and financial statement analyses; and communicating accounting information. We examine the issues related to the financial structure of a business including: capital budgeting techniques, working capital management, investment decisions, capital structure and financing options, the concepts and techniques that can be applied to cost determination, planning and control, and decision-making. Course content also includes: systems for controlling and accounting for materials, labour and overheads, the preparation and use of budgets, techniques for planning, controlling and decision making.

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.

Professional Ethics

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.

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.

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.

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.

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.

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?

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

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.

Short Online and On-Ground Courses (4 credits or less)



Online only

Alternative Managerial Systems (2.5 credits)

This course will cover alternative managerial systems beyond the hierarchical system practiced today in many for-profit organizations. Among them the cooperative movement, cultural organizations, health and education, and the NGO organizations. The course will explore the political underpinnings of participative systems, their economic and social benefits, and the unique issues that may affect them. Industrial Democracy, Self Management and the cooperative movement are concepts that have been developed and practiced world wide. In this course we will explore the advantages democratically managed organizations as compared to the typical hierarchical organization. Topics to be included are:

- how is democracy applied to industrial organizations;
- what is the concept of public ownership;
- what is the role of management in democratically managed organization;
- what are or were the different forms of democratic organizations - such as co-determination in Germany, industrial communities in Peru, the kibbutz and Moshav movements in Israel, and the cooperative movement worldwide, etc.

Application of Adizes Theory to Policy, Managerial and Personal Growth Issues (3 credits)

Participants will explore the macro policies of countries, management issues and the struggles people have in personal life where the Adizes methodology might be applied. Subjects covered include the ongoing issues of the Israel/Palestine confrontation in the Middle-East, the location of the USA and other countries on the Adizes lifecycle, and a theoretical analysis of what might be done to migrate to Adizes 'prime' (the most vital and functional organizational state on the lifecycle). Managerial issues such as how to make matrix organizations work well, issues of personal growth include applying Adizes concepts to family life, and gender roles and related issues will be discussed. Those participating in this course will also identify issues or situations where they want to apply Adizes concepts, bringing living case studies to the classroom.

Human Resource Management/Development (2 credits)

This course explores Personnel Management, which provides the expertise for an organization to manage its 'people' resource effectively. The course focuses on the techniques and procedures required for this, including selection, training, assessment and motivation of performance, remuneration, health and safety.

Principles of Accounting (2 credits)

This course prepares managers to make effective business decisions using the organization's accounting data. Topics include balance sheets; income and cash flow statements; inventory, plant, and equipment; investment decisions; corporate structure; present value and financial statement analyses; and communicating accounting information.

Principles of Marketing (2 credits)

This course focuses on strategic planning at the product group or senior executive level; how environmental factors affect long-term marketing strategies and how firms adapt; looks at a firm's opportunities and threats in dynamic environments to assess development of competitive advantages. Topics include segmenting markets, identifying un-met customer needs, forecasting market environments, and allocating resources.



Principles of Sales Management (2 credits)

Most sales manager training is simply re-purposed salesperson training, and sales leadership programs are often focused on generalized leadership skills. But sales leaders need more than better selling skills and an executive presence - They need targeted education on how to guide their salespeople to higher performance. Not all sales roles are identical, and the same is true of their managers.

Depending on the type of salespeople a manager oversees (consultative, transactional, relationship, etc.), the tasks of the managers will differ accordingly. Traditional sales management training has focused on generic coaching or leadership skills. However, managers don't have generic jobs. A manager's training should enable them to effectively execute the management tasks that are relevant to their particular role. Coaching should improve specific salesperson behaviors like making good sales calls and effectively managing a pipeline.

Topics include:

- How to select which channel to use for sales
- How to incentivize sales people
- How to identify what a good salesman is
- How to control sales effort

Principles of Supply Chain Management (2 credits)

The course focuses on managing material and information flows across functional and organizational boundaries. The course emphasizes the “general manager’s perspective” in supply chains. The course illustrate that barriers to integrating supply chains often relate to behavioral issues (e.g., misaligned incentives and change management challenges) and operational execution problems that fall squarely in the domain of the general manager. The course makes clear that suitable information technology and knowledge of analytical tools are necessary, but not sufficient, ingredients for supply chain integration. The course includes discussions on Logistics, Planning, Incentive Alignment and Operational Execution in four modules.

- The logistics module examines transportation economics, the role of distributors, and network design for the efficient and effective flow and storage of goods and information in a supply chain.
- The planning module provides an introduction to the basics of supply chain management, with an emphasis on how to design and manage a supply chain to ensure that product supply meets product demand. It introduces students to basic analytical tools for inventory and production planning as well as the role of inventory in the broader context of business strategy and financial performance.
- The incentive alignment module introduces students to the problems that arise due to conflicting channel incentives and provides a framework for analyzing these problems.
- The operational Execution module considers common execution problems that undermine supply chain performance, and identifies potential approaches (such as RFID technologies and process design) for managing these problems.

Strategic Planning (2 credits)

Students learn the tools and analytical techniques that managers need to assess and formulate effective strategies for their organizations. Topics include strategic analysis, industry analysis, value chains, core competencies, competitor analysis, scenario analysis, portfolio analysis, option analysis, and game theory. The focus is on analyzing and diagnosing business problems as well as developing and implementing effective strategic solutions.

Online or On Ground

(option to take Adizes Leadership Tools online instead of these courses, or pass by examination)

NOTE: A High Pass on each written exam is required to proceed to the next phase of training in Adizes Methodology.

Adizes Change Management Theory (exam, 1.5 credits)

Using the texts, *Mastering Change* and *How to Solve the Mismanagement Crisis*, this course covers the subjects of Management Cornerstones and Management Tools. We discuss how to assure the success of your organization and tools that will enable individuals to manage their organizations better. Specific topics include change, management, CAPI, complimentary teams, leadership, Mutual Trust and Respect, the Success Formula, Perceptions of Reality, the Adizes 8 Step Decision Making Process, the Four Imperatives, The Adizes Program for Organizational Transformation, The 9 Characteristics of a Good Manager and Sources of Conflict.

Adizes Roles & Styles (exam, 1.5 credits)

This course covers the subjects of *What is management?* and *Managing People*. The nature of problems are examined, and we will explore how individuals with different management styles deal with problems differently. The course covers the books *The Ideal Executive* and *Management/Mismanagement Styles*.

Lifecycle Theory (exam, 1.5 credits)

This course covers *What is the Organizational Lifecycle?* and *How to Correctly Structure an Organization*. Corporations, like living organisms, experience predictable patterns of behavior as they grow and develop. They are faced with specific foreseeable problems as they progress through their lifecycle. We will learn to predict problems before they arise in order to accelerate and facilitate healthier organizational growth. The specific Adizes method is presented for structuring organizations to maximize their chances of success given their lifecycle stage and leadership needs. The course covers the books *Managing Corporate Lifecycles* and *The Pursuit of Prime*. The exam covers both the descriptive, analytical and prescriptive parts of the Corporate Lifecycle as well as the basics of Organization Structure.

On Ground only



Enhanced Phase 2 (exam, 4 credits)

NOTE: A High Pass on each written exam is required to proceed to the next phase of training in Adizes Methodology.

This course provides detailed skills and techniques on how the Adizes Symbergetic™ Methodology can be applied to the decision making process. As organizations succeed, work grows in scope and complexity. This calls for leaders who understand how individual problems interrelate with other problems and opportunities within an organization, and how to solve them holistically. This workshop is specifically designed to address the process of managing collaborative teams where mutual trust, respect, and the ability to constructively harness conflict are the norm. Many of the concepts can also be applied to individual decision-making and communication. The course utilizes lectures, videos, group discussion, and team decision-making simulations to facilitate learning. Participants are encouraged to bring a list of problems and opportunities from their real lives so that the tools, skills and techniques are applied to real-world situations, and can be illustrated in a way that is directly meaningful to participants. Concepts to be examined include:

- a. How to differentiate between the causes, symptoms and manifestations of a problem and develop the correct strategy for addressing them in order to solve the problem holistically.
- b. How to identify which decisions should be made by an individual and which decisions should be made by a team.
- c. How to identify who needs to be involved in a problem solving team in order to assure effective implementation.
- d. How to identify different sources of conflict in a problem solving team as they come up, and how to make the sources of conflict constructive.
- e. How to integrate a team through the decision making process, so that all members are excited about and support the solution.
- f. How to allow for participative management without undermining management's authority.

Lecturer Training (1 credit)

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 the Adizes Organizational Transformation Phases to others. This course provides that capability by teaching the students how to effectively present the 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 teaching do students fully begin to comprehend all the dimensions to the methodology and really know the material themselves.

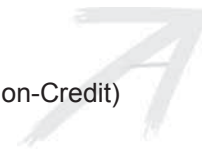
The program is designed to teach people how to lecture the material embodied in the theory underlying the Adizes methodology, how to organize a lecture so that there is "take-home value" for the audience every 15 minutes, which topics are suitable for which audiences, and how to field questions from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

The program is composed of lecture, question and answer sessions and oral examinations in which each student presents a concept of the methodology and is then critiqued by other members of the class.

Videotapes are usually made of each students' presentation for their own review.

Online Elective Courses for Ph.D. Students (Non-Credit)

(Note: The BPPE does not monitor or approve non-credit courses offered by California approved schools)



Writing a Concept Paper

Students will exit this course with a working title and a comprehensive Concept Paper which is ready to be submitted to the Dean for review. Students will identify potential doctoral committee members and a committee Chair during the class, which will be submitted to the Dean for review along with your Concept Paper.

Expanding Literature Review

Students will practice how to use an index, footnotes, citations in text, and reference lists in existing texts, as well as using online to expand their ability to recognize and access relevant literature in their topic area.

APA Writing

This short course includes essay and editing feedback loops designed to facilitate the insights necessary for developing consciousness and fluidity in applying APA style 'as you write'. The APA Manual, most recent Edition, would be utilized.

Dissertation level students are encouraged to utilize the following textbook resources or to seek 1:1 guidance through tutorial courses online. Contact your Advisor to schedule these courses.

Doing Qualitative Interviews

Qualitative Interviewing: The Art of Hearing Data, 3rd edition (Rubin & Rubin); Interpreting Interviews (Alvesson); Reflective Interviewing (Roulston); Interviews in Qualitative Research (King & Horrocks), Online Interviewing (James & Busher).

Doing Ethnographic and Observational Research

Doing Ethnographic and Observational Research (Angrosino); Netnography: Doing Ethnographic Research Online (Kozinets); Recording Culture: Audio Documentary and the Ethnographic Experience (Makagon & Neumann)

Doing Focus Groups

Doing Focus Groups (Barbour); or Focus Groups in Social Research (Bloor, Frankland, Thomas, Robson).

Using Visual Data in Qualitative Research

Using Visual Data in Qualitative Research (Banks); Analyzing Visual Data (Ball & Smith).

Analyzing Qualitative Data

Analyzing Qualitative Data (Bernard & Ryan); Analyzing Qualitative Data (Gibbs).

Doing Conversation, Discourse and Document Analysis

Doing Conversation, Discourse and Document Analysis (Rapley); Doing Conversation Analysis (ten Have); Conversation Analysis and Discourse Analysis (Wooffitt); Methods of Text and Discourse Analysis (Titscher, Meyer, Wodak, Vetter).

Managing Quality in Qualitative Research

Managing Quality in Qualitative Research (Flick); The SAGE Qualitative Research Kit (Flick); Collecting Qualitative Data (Guest, Namey, Mitchell).

Writing Up Qualitative Research: Writing Up Qualitative Research (Wolcott).



Masters Thesis or Exam (M.A. in Organizational Transformation only)

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.

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, Spiral Dynamics, Research Methods*, 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.

Non-credit elective research and writing courses are available to assist students with the dissertation process.

Application Process

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

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. Enrollment Agreement

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

Contact AGS@adizes.com or Edu@Adizes.com if you have questions.

Financial Information

Tuition and fees - all amounts cited in USD (For a currency converter visit our [website](#)):

AGS' Semester Unit System : 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. 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 internship experience in some programs may be given at +60% of those hours such that 15-23 hours of client observation or facilitation equals one semester unit. Charges for all programs include:

1. \$100 fee, non-refundable, paid with first enrollment, includes 3 books for PhD and MA students
2. \$25 per calendar month or partial month for access to the online course delivery system. Each 11-week online course cost \$75-100 in software access fees. Terms over four months pay no additional fees.
3. The cost per semester unit for online courses is \$400 (\$2000 a course for a 5-credit course). The cost per semester unit for on-site courses in Phases I-XI is \$850. except Phase E2 is \$1500/credit.
4. Internship/lab supervision fees at AGS are paid at \$600/400/credit respectively.
5. Non-credit supervised internship/lab requirements are managed by the Adizes Institute at a cost of:
Phase 1: \$5000. Phase III: \$3800. Phase VII: \$4400. Phase X: \$4400. Phase IV: \$2800
Phase IX: \$3200. Phase V: \$5600 Phase VI: \$5000 Phase VIII: \$1400
6. There is a \$100 fee for most Phase examinations except: \$150 Phase I, III, VII, X combined; \$200 Phase IV, IX combined; and \$300 Phase V, VI, VIII combined
7. There is a \$100 materials fee for the Spiral Dynamics online course (paid to the vendor, not to AGS)
8. There may be a California state-imposed Student Tuition Recovery Fund (STRF) assessment of \$.50 per \$1000USD in AGS fees paid by California students each term. California students with a third party paying tuition need not pay the STRF. See the Enrollment Agreement (and page 45 of this Catalog) for details.
9. Additional potential fees:
 - late application fees (\$250);
 - experiential credit documentation fee (\$100);
 - repeated attempts to earn credit for a course;
 - repeating the comprehensive exam for the Masters Degree (\$750);
 - repeated attempts to defend the doctoral dissertation (\$2300);
 - Additional terms for dissertation writing (beyond 3) may be required by a Doctoral Committee.

Financial Information



Tuition and fees - continued (For a currency converter visit our [website](#)):

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, 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.

There will be no additional tuition costs for conferences, no charge for conference materials, no charge for the online Software Training program.

Maximum Total Fees paid to AGS:

- The total maximum cost for the **MA in Organizational Transformation** is $(10 \times \$2000) + \$100 +$ up to \$1000 for software access fees = \$21,100. - - **NOT ACCEPTING NEW STUDENTS**

- The total maximum cost for the **Ph.D. in Organizational Transformation** (9 courses, 3 terms of supervised dissertation writing) is $\$24,000 + \$100 +$ up to \$1200 = \$25,300. - - **NOT ACCEPTING NEW STUDENTS**

- The **dual-track PhD in Organizational Transformation** is 14 courses +3 terms of supervision $(\times \$2000) + \$100 +$ up to \$1700 = \$35,800. - - **NOT ACCEPTING NEW STUDENTS**

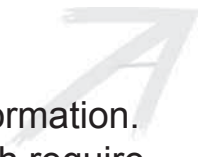
- The **Certificate in Syerbergetic™ Change Management Theory** is $(4.5 \text{ credits for exam-based courses} \times \$850 = \$3825) + (2 \text{ short online courses @ } 1000. \text{ and } \$1200.) +$ and up to \$200 in software access fees + \$300 for exams + \$100 = \$6625.

- The **M.A. in Syerbergetic™ Change Management Theory** includes the Certificate in Syerbergetic™ Change Management Theory plus four additional online courses $(4 \times \$2000) + \400 software access fees for a total of \$6625. + \$8400 = \$15,025.

- The **Ph.D. in Syerbergetic™ Change Management Theory** includes 60 units of credit for 9 online courses and 3 terms of supervision at \$400 per credit, + \$1,200 in sw access fees for a total of \$25,200.

- The **Certificate in Business Administration** includes 17 units at \$400 each + \$400 sw access + \$100 = \$7,300.

- The **M.A. in Syerbergetic™ Business Administration (MSBA)** includes the Certificate in Business Administration above $(\$7300) \text{ plus } \$15,275.$ for the Certificate in Clinical Syerbergetic™ Organizational Management & Transformation (see page 46), for a total cost of \$22,575.



Adizes Graduate School offers Certificates & Degrees in the field of management and organizational transformation. The following programs provide in-depth work with Adizes methodology which require affiliation with an Adizes office due to the need for practical training and internships. Students without an MBA are required to take business administration courses prior to admission to the Masters Degree.

IMPORTANT NOTES FOR ALL PROGRAMS:

- *A High Pass on the written exam for each Adizes Phase training is required to proceed to the next phase course.
- *The Professional Doctorate in Clinical Symbergetic™ Organizational Management and Transformation requires a pre-requisite course in Traditional Management Theory (taken anywhere).
- *This section contains policies and requirements that DIFFER FROM or are IN ADDITION TO the School Catalog sections preceding. All students must read the entire School Catalog.

Symbergetic™
Programs with Adizes Methodology

Certificate,
Master of Arts, or
Professional Doctorate in
Clinical Symbergetic™ Organizational
Management & Transformation

Professional Doctorates in
Symbergetic™ Organizational Transformation
with specializations in
Diagnosis, Design, or Teleology
- NOT ACCEPTING NEW STUDENTS

[All AGS Manuals \(Policy Manual, Thesis Manual, etc.\)](#)
[Application](#) [Self Assessment](#) [Preparatory Exercises](#)



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 Theory based and Professional programs for mid-career individuals 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 Professional Programs 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 in participation 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 Kalderon Adizes
Founder**

Sybergetic™ Programs



**Certificate, Master of Arts, and Professional Doctorate
in Clinical Sybergetic™ Organizational Management & Transformation**

page 46-51

**Professional Doctorates
in Sybergetic™ Organizational Transformation
with specializations in Diagnosis, Design, or Teleology**
- NOT ACCEPTING NEW STUDENTS

page 52-67

Purpose and Objectives

These Programs are 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. Each Program is designed to enhance the skills of practicing professionals, already working in a business or consulting environment, particularly by instructing them in intervention techniques to bring organizations to the Prime of their lifecycle.

Each 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 Programs is to produce graduates who know how to work with a management team that can make strategic decisions that actually get implemented, and 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.

Updated 8/18/15

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

**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.



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 Synergetic™ Programs 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.



Who is Qualified?

The programs seek 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.

LETTER OF REFERENCE: Individuals wishing to enroll in the Practitioner Programs must first receive a letter of recommendation from an Adizes Managing Director. This will be one of two references required with the Application for Admission. To attend the Phase trainings, the student must be affiliated with an Adizes office.

In addition to the skills for the Online 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).
- 6. Pre-Requisite Course:** Students applying for Admission to the Doctor of Clinical Synergetic Organizational Management and Transformation must show evidence that they have taken a course in Traditional Management Theory. If students have not taken a similar course elsewhere, AGS offers the course online. Traditional Management Theory must be completed before the Phase V training can commence.

Traditional Management Theory (5 credits, 11 weeks online)

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

Who is Qualified? (*continued*)



Course Waivers

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

AGS will recognize exams and certifications for any Phase work (including Lecturer program) and Internships from other AGS qualified institutions and waive the corresponding course requirements under the following conditions:

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

A high pass is required on exams to be accepted.

For any questions concerning the program or the entrance procedures , contact: 805/565-2901 and speak to the Registrar.



Application for Admission

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

http://www.adizesgraduateschool.org/ags_application.html

How to Apply to AGS (How do I become a student?)

Applying is free of charge. Visit our webpage for the necessary forms, described below in more detail
http://www.adizesgraduateschool.org/ags_application.html

Submit the following documents to the Registrar:

1. Completed Application forms Part I and II
 - a) Front page with your basic information
 - b) Personal Interests page
 - c) Statement of Purpose page
 - d) Degree program participation page
 - e) Computer capabilities page
 - f) Intellectual Property, Ethics page
 - g) Self-Assessment and autobiography (attach on separate pages). This step will also ask you to complete two free online learning assessments.
2. Supporting documents as requested and described within the application forms above.
 - a) 2 letters of recommendation
 - b) C.V. or resume
 - c) Official transcripts of highest degree earned.

Once you have been accepted you will receive an "Acceptance Letter" to sign and return. Now you are ready to enroll in a class.

How do I enroll in a class at AGS? Now, if you have been accepted into the school, you are ready to enroll in a course:

Steps:

1. Complete an Enrollment Agreement for your program
(available at http://www.adizesgraduateschool.org/ags_application.html)
2. Register online via a RegOnline link, and submit payment.
Links are here: http://www.adizesgraduateschool.org/ags_application.html)
3. Complete software training at least one month prior to taking your first online course
4. Review AGS manuals here: <http://www.adizesgraduateschool.org/manuals.html>
5. Receive access to desired classes

For any questions concerning the program or the entrance procedures, contact: 805/565-2901 and speak to the Registrar.

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 a Certificate or Degree program. As of January 2014, we have one student who has graduated with a Doctor of Symbergetic™ Organizational Transformation with a Specialization in Diagnosis.

SPECIAL POLICIES FOR SYMBERGETIC™ PROGRAMS
(also see website)



**The policies for Symbergetic™ Programs may vary from the policies for all other programs.
SEE BELOW FOR ADDITIONAL POLICIES**

**YOU ARE RESPONSIBLE TO
REVIEW THE ENTIRE SCHOOL CATALOG FOR CRITICAL REFUND POLICIES
REGARDING ALL CLASSES AND FEES**

Withdrawal and Refund Policy-

There will be no refund of tuition after six weeks of an 11-week class or 50% in any other 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.

Financial Information



Tuition and fees - all amounts cited in USD (For a currency converter visit our [website](#)):

AGS' Semester Unit System : 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. 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 internship experience in some programs may be given at +60% of those hours such that 15-23 hours of client observation or facilitation equals one semester unit. Charges for all programs include:

1. \$100 fee, non-refundable, paid with first enrollment, includes 3 books for PhD and MA students
2. \$25 per calendar month or partial month for access to the online course delivery system. Each 11-week online course cost \$75-100 in software access fees. Terms over four months pay no additional fees.
3. The cost per semester unit for online courses is \$400 (\$2000 a course for a 5-credit course). The cost per semester unit for on-site courses in Phases I-XI is \$850. except Phase E2 is \$1500/credit.
4. Internship/lab supervision fees at AGS are paid at \$600/400/credit respectively.
5. Non-credit supervised internship/lab requirements are managed by the Adizes Institute at a cost of:
Phase 1: \$5000. Phase III: \$3800. Phase VII: \$4400. Phase X: \$4400. Phase IV: \$2800
Phase IX: \$3200. Phase V: \$5600 Phase VI: \$5000 Phase VIII: \$1400
6. There is a \$100 fee for most Phase examinations except: \$150 Phase I, III, VII, X combined; \$200 Phase IV, IX combined; and \$300 Phase V, VI, VIII combined
7. There is a \$100 materials fee for the Spiral Dynamics online course (paid to the vendor, not to AGS)

Maximum Total Fees to AGS (the CSOMT programs are sequential):

Certificate in Clinical Symbergetic™ Organizational Management & Transformation (CSOMT) maximum total cost would be (5.5 credits x \$850 = \$4675) + (2 courses x \$2000) + (E2 @ \$6000) + up to \$200 in software access fees + \$400 for exams + \$100 Admission = \$15,375.

M.A. in Clinical Symbergetic™ Organizational Management & Transformation (CSOMT) includes the Certificate in Clinical Symbergetic™ Organizational Management & Transformation (above) plus 8 units of credit in phase training (8 x \$850) and two online courses (2 x \$2000) + \$200 software access fees and two exams (\$350), for a total of \$11,350+\$15,375 = \$26,725

+ \$23,600 FOR INTERNSHIP/LAB SUPERVISION PAID TO THE ADIZES INSTITUTE.

Doctorate in Clinical Symbergetic™ Organizational Management & Transformation (CSOMT) requires an additional 52 units in 10 online courses + supervised writing at \$400/unit (52 x \$400 = \$20,800) + \$800 software access, + 7.5 units of phase training at \$850/unit (7.5 x \$850 = \$6375), + exams (\$400) = \$28,375

+ \$12,000 FOR INTERNSHIP/LAB SUPERVISION PAID TO THE ADIZES INSTITUTE

Doctoral degrees in Symbergetic™ Organizational Transformation - NOT ACCEPTING NEW STUDENTS

Diagnosis (phases I, II, III) - Maximum cost with Masters, \$42,700, without, \$51,100

Design (phases IV, V, VI) - Maximum cost with Masters, \$47,500, without \$58,000

Teleology (phases IV, VIII, IX & XI) - Maximum cost with Masters, \$48,300, without \$56,700

Financial Information (continued)



Other Fees:

Conferences - There will be no additional tuition costs for conferences, no charge for conference materials, no charge for the online Software Training program.

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, 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.

Additional Costs: (not included above)

- late application fees (\$250);
- experiential credit documentation fee (\$100);
- repeated attempts to earn credit for a course;
- repeating the comprehensive exam for the Masters Degree (\$750);
- repeated attempts to defend the doctoral dissertation (\$2300);
- Additional terms for dissertation writing (beyond 3) may be required by a Doctoral Committee.

STRF: The Student Tuition Recovery Fund (STRF) is calculated at \$0.50 per \$1000 of fees charged **FOR CALIFORNIA STUDENTS ONLY and collected** by the School **PER TERM** (with each Enrollment Agreement) as follows:

\$0.50 STRF fee = up to \$1000 in tuition and fees charged by AGS

\$1.00 STRF fee = \$1001 up to \$2000 in tuition and fees charged by AGS

\$1.50 STRF fee = \$2001 up to \$3000 in tuition and fees charged by AGS

\$2.00 STRF fee = \$3001 up to \$4000 in tuition and fees charged by AGS... etcetera...

CALIFORNIA STUDENTS WITH A THIRD PARTY PAYING TUITION DO NOT NEED TO PAY THE STRF.

Students who reside outside of California need not pay the STRF fee.

The STRF fee may not be charged when the California State Student Tuition Recovery Fund is at capacity.

Course Descriptions:

**Adizes Phases: Coursework
Internships and Online Labs**

**56-59
60-64**



Symbergetic™ Programs

Certificate, Master of Arts, and Professional Doctorate in Clinical Symbergetic™ Organizational Management & Transformation (CSOMT)

IMPORTANT NOTE:

A High Pass on the written exam for each Adizes Phase training is required to proceed to the next phase.

The CSOMT Programs are sequential.

Certificate in Clinical Symbergetic™ Organizational Management and Transformation

Graduates of this program will understand how to lead the symbergetic™ diagnostic process - identifying where an organization is currently in its lifecycle, and which problems are normal and which or abnormal for that lifecycle stage. Students will learn how to lead an organization in designing its' own program for change, how to assure that the program will be implemented and that it will solve at least forty percent of the existing problems and improve upon another forty percent within a year. Students will learn how to integrate cross functional teams in order to solve subsystem problems within the organization. They will learn a bottom-up leadership strategy, as well as top-down strategy.

Core techniques taught in this program include:

- a. How to differentiate between the causes, symptoms and manifestations of a problem and develop the correct strategy for addressing them in order to solve the problem holistically.
- b. How to identify which decisions should be made by an individual or by a team.
- c. How to identify who needs to be involved in a problem solving team to assure effective implementation.
- d. How to identify different sources of conflict in a problem solving team as they come up, and how to make conflict constructive.
- e. How to integrate a team through the decision making process so that all members are excited about and support the solution.
- f. How to allow for participative management without undermining management's authority.

Total Time to Completion (estimate):

- about eight (8) months

- On Ground (9-18 days)
- Online (2-3 terms)
- Examinations

Total Credits: 19.5

Note: If the student proceeds to the Master of Arts in CSOMT, an internship conference will be required prior to doing a Syndag in Phase I.....

Notes:	Course	Pre-requisite	Credits
Phase O Equivalent, High Pass on Exams Required	Adizes Change Management Theory (CMT)		1.5
	Adizes Roles & Style (RS)		1.5
	Adizes Lifecycle Theory (LT)		1.5
on ground course	Lecturer Training	CMT, RS, LT	1
	Professional Ethics		5
	Group Dynamics		5
	Phase Enhanced 2	CMT, RS, high pass on exam required	4

Master of Art in Clinical Symbergetic™ Organizational Management and Transformation



The Master of Art degree includes the **Certificate in Clinical Symbergetic™ Organizational Management and Transformation (CSOMT)**, an MBA from any university or the **Certificate in Business Administration** from AGS, plus additional classes below.

Students will undertake 'internship' training in a client environment supervised via the Internship Supervisor appointed by the Adizes Institute. Verification of completion is provided by the Association of Certified Adizes Practitioners International (ACAPI) via the Adizes Institute consultancy and its worldwide professional network. Verification of completion of each Phase is required for students to progress to any further Phase training courses in sequence as noted.

Complete the **Certificate in Clinical Symbergetic™ Organizational Management and Transformation** and other requirements above, after which the following courses are required:

Course	Pre-requisites	Credits
SDi		5
Visions & Values		5
Phase I, III, VII & X (Organizational Diagnosis, Participative Organizational Council and Bottom Up Leadership Structure)	SDi, high pass on oral exam for E2	4
Phase IV & IX (Organizational Teleology)	I, III, VII, X class, internships, exams	4
Case Study Journal Steps 1-7		

CASE NOTES: During the Syndag and each internship the student will keep comprehensive case notes. The internship journal will be written as case notes and discussions with the Internship Supervisor. The Syndag™ includes a detailed report of work done during the internship. Prior to commencing the Syndag and first internship:

- The student, Internship Supervisor, and Student Dean will meet in a teleconference to assure that everyone understands the case process and purpose before the first internship begins. The minutes of this meeting will be signed by the student, Internship Supervisor and Student Dean.
- Halfway through the first internship, if needed, there will be a teleconference between the Internship Supervisor, the student, and Student Dean for quality assurance. The minutes of this meeting will be transcribed and signed by the student, Internship Supervisor and Student Dean.
- At the end of the internship, the student does a self-evaluation, evaluation of the internship supervisor, and the normal AGS Course and Faculty evaluation.

SEE PAGE 49: Case Study Journals will follow the protocols of the **Doctoral** Case Proposal, Management and preliminary Analysis (steps 1-7) processes (see page 49).

Total Time to Completion (estimate): one year beyond the Certificate

- On Ground (15-21 days)
- Online (1-2 terms)
- Examinations

Total Credits: 18 (total for degree = 37.5)

Professional Doctorate in Clinical Symbergetic™ Organizational Management and Transformation (CSOMT)



PRE-REQUISITES: Note that a course in Traditional Management Theory is required for Admission to the Doctorate, or prior to Phase V (latest). This course can be taken anywhere. No credit is given for this pre-requisite course *toward the doctorate*. If the student cannot document having completed an equivalent course of study elsewhere, the online course may be taken at AGS.

The Doctorate in Clinical Symbergetic™ Organizational Management and Transformation (CSOMT) also requires completion of the requirements for the **Master in Clinical Symbergetic™ Organizational Management and Transformation (CSOMT)**.

Course	Pre-requisites	Credits
Elect an Online Course (Required only for students with Experiential Credit in a Certificate, MBA, or MA Program - see page 8 in the AGS Catalog) Course Choice: _____		5
Alternative Managerial Systems		2.5
Applications of Adizes Theories to Policy, Managerial and Personal Growth		3
Theories of Change		5
Systems Thinking		5
Epistemology		5
Principles of Healing		5
Principles of Coaching		5
Models of Conflict		5
Organizational Structures and Sociocultural Systems		5
Phase V, VI, & VIII- Organizational Architecture (on ground class with internship/lab, and exam)	Verification of internships and high pass on exams for IV, IX; Organizational Structures, Traditional Management Theory, Case Writing Proposal approved by Doctoral Committee prior to Phase V	5
Phase XI (on ground with internship/lab, exam)	Verification of internships and high pass on exams for V, VI, VIII	2.5
Case Writing Course		0.5
Reflective Journal during internships w/3 terms of Supervision (each 3-6 weeks)		
- Term 1		2
- Term 2		2
- Term 3		2
CASE STUDY - This is the outcome of the 3 terms of Supervision and notes during the internships		0

SEE NEXT PAGE FOR INTERNSHIP, ONLINE LAB, & CASE WRITING REQUIREMENTS

Total Time to Completion (estimate): 3.5 years beyond the Masters

- On Ground (15 days)
- Online (11 terms)
- Examinations

Total Credits: 54.5 (total 92 credits including the required Master of Arts degree)

CASE WRITING (STEPS #1-7 FOR M.A., STEPS #1-11 FOR DOCTORATE):

Includes: Case Writing Course (.5 credit in Doctoral Program only)
3 Terms of Supervised Writing (2 credits each, Doctoral Program only)

Case Writing Journal (Online Lab/Internships): The journal is kept throughout the clinical training, ideally via an **online lab** that documents the **internships** starting with the first Syndag. The internship journal will be written as case notes with the Internship Supervisor (appointed by Adizes Institute, not AGS). There are up to three meetings during the first Internship with the student, Internship Supervisor and AGS Student Dean during the Master of Art in CSOMT:

- The student, Internship Supervisor, and Student Dean will meet in a teleconference to assure that everyone understands the case process and purpose before the first internship begins. The minutes of this meeting will be signed by the student, Internship Supervisor and Student Dean.
- Halfway through the first internship, if needed, there will be a teleconference between the Internship Supervisor, the student, and Student Dean for quality assurance. The minutes of this meeting will be transcribed and signed, too.
- At the end of the internship, the student does a self-evaluation, evaluation of the internship supervisor, and the normal AGS Course and Faculty evaluation.

The journal is not intended to transcribe what was done in working with a client. It is an opportunity to examine the process of client intervention through identifying goals, measuring outcomes, and referencing appropriate literature to support this process. The student does not need to teach Adizes methodology to those who review the journal. It is expected that Doctoral Committee members will have an understanding of the Adizes methodology and be familiar with its operational language. The journal requires students to demonstrate the ability to evaluate, synthesize, integrate, and apply relevant research and practice culminating in a scholarly paper of publishable quality. **Verification of completion is required for students to progress from each Phase training course to the next, in sequence.**

Doctoral Case Study Proposal:

1. Proposals will begin by identifying goals for the client, the primary question or challenge or problem that the client needs to address. These goals will be aligned with clinical training requirements and approved by the Internship Supervisor and other faculty. The student will present a Proposal outlining the goals of the internship program to the Doctoral Committee prior to commencing Phase V Training.
2. The student will identify initial measures to be taken in terms of Potential Improvement Points; Lifecycle stage; vital signs – such as revenue, assets, capital; the working styles (PAEI) of leadership, and levels of Mutual Trust and Respect (MTR) via testing; initial organizational structure; mission, etc..
3. The student will identify a plan of action to treat the organizational problem(s).

Case Study Management:

4. During the internship process, the student will identify where he or she had to deviate from the original plan and reflect upon why this occurred.
5. Measures are to be repeated at several stages throughout the client work, and again at the end of the contract.
6. During the journaling process, the student reflects on internship processes, client obstacles and outcomes (progress on the lifecycle, improvement in culture, measurable outcomes), learning in the academic courses and how theoretical learning applies to the clinical process.

Case Study Analysis:

7. In the final documentation, the student demonstrates what changes occurred: how many of the initial PIP's were removed, what was the MTR on exit, the structure on exit (if applicable), comparing entry and exit measurements.

Doctoral Committee: The Committee will consist of three AGS faculty members with relevant Doctoral degrees. Another 1-2 External Committee Members provide credibility or subject area expertise as the Chair sees fit. The committee will follow AGS process for a Qualifying Review, including individual evaluation followed by joint review.

8. In the final analysis, students discuss where there are gaps in the Adizes methodology (critique), how they might be closed, and where the methodology works appropriately.
9. The student discusses what other theoretical frameworks have to say about why Adizes methods may have worked or not.
10. At this point, the Doctoral Committee will convene to evaluate the first draft of the Case Study, review supporting documentation and provide guidance to the student in developing the Case Study.
11. The final case study will also present the students' recommendations for future research. It will be defended before the Doctoral Committee before the degree can be awarded.

Phase Training for the Master of Arts & Professional Doctorate in Clinical Symbergetic™ Organizational Management & Transformation



Phase I, III, VII, X: Symbergetic™ Organizational Diagnosis, Participative Organizational Council and Bottom Up Leadership Structure

During the Phase I, III, VII, X training, students gain both theoretical and practical knowledge of how the Adizes program enables an organization to holistically and collaboratively self diagnose their own organization, identifying their location on the corporate lifecycle, differentiating between normal, abnormal and fatal problems and charting a path to Prime. Additionally, students will learn how to create a complimentary organizational structure that will allow problems and opportunities to be proactively identified and addressed, institutionalizing a self sustaining change management system within an organization. This training will build upon team building and group problem solving skills provided in the Phase E2 training.

This course includes significant content on how to create an environment where problems can be openly identified without a “witch hunt,” the personal attribution of fault. Training on how to differentiate between causes, symptoms and manifestations when looking at problems and how to properly sequence the order in which they are addressed in order to create and maintain energy for change is also presented. Concepts, rules, preparation, room set-up, and all the minor details essential to the successful implementation of these phases are taught and reviewed using real world applications.

Learning Objectives- Students will learn:

1. How to enable an organization to collaboratively self diagnose
2. How to avoid a “witch hunt”
3. How to create energy for change
4. How to differentiate between normal, abnormal and fatal problems.
5. How to sequence problems in a “chain of causality.”
6. How to formulate a change program using the “solution chain.”
7. How to integrate the management team so that they are all aligned in the diagnosis and plan of action.
8. How to maintain the change effort and institutionalize it so that it becomes part of the organizations culture.

Phase IV, IX: Organizational Teleology

The purpose of this course is how to create consensus around an operational definition of a corporate mission. In this course participants learn how to define a corporate mission unique to the organization at the time it is made and for the time it is made. This is done in a participative context. It is important to understand how to make sure this mission understood and owned by the leaders of the company. The mission must incorporate analysis of the business the company is in, how the changing environment impacts the business, and what value systems the company has that may need to evolve.

Participants learn how to deal with conflicts that arise when there is no agreement or even understanding of the business model and how it may need to change. Participants learn how to successfully make the organization aware and conscious of values that impact their decisions and how those values may need to change. The course prepares the participants to eventually redesign the organizational structure. In addition, participants learn how to derive goals out of the mission, the nature of goals and how they differ from each other.

Learning outcomes include:

1. How to create an operational corporate mission
2. How to build consensus around the mission
3. How to deal with conflicts that arise during development of the mission and business model
4. The influence of values and planning for change
5. The influence of structure and planning for change
6. The nature and purpose of goals
7. How to create goals from a corporate mission

Phase Training for the Master of Arts & Professional Doctorate in Clinical Symbergetic™ Organizational Management & Transformation



Phase V, VI, VIII: Organizational Architecture

In this course participants learn how to design and structure responsibilities within an organization. We explore how to facilitate constructive conflicts during restructuring so that better decisions will be made and the organization will be flexible enough to implement changes in the future. Participants learn to design their own organizational structure. This structure will be implemented with a client organization when the design is completed. Participants learn how to manage the restructuring process so that there is zero resistance to implementation.

In the second part of the course, participants learn how to design an accountability system that enables the company to be decentralized and still fully controllable. This is also done in a participative manner so that there is zero resistance to change. Participants learn how to lead this type of design process.

The third part of the course deals with how to lead a participative organization, to stretch its capabilities to peak performance, and in the process of doing so - to facilitate team building. Learning Outcomes Include:

- The principles and processes involved in good decision making
- How to design the structure of responsibilities within an organization
- How to eliminate destructive conflict and utilize constructive conflict in advance of the restructuring process
- Understanding the importance of decentralization without losing control of the organization
- How to design accountability systems
- Understanding the role of leadership within the participative organization
- How to facilitate team building from the leadership perspective

Phase XI: Reward and Reinforcement Systems

The new strategies, responsibilities, and teamwork required of an organization in implementing Adizes methodology require reassessment of the organization's reward system in order to reinforce teamwork. A new culture that reinforces desired behavior is developed, and incentive and compensation systems designed to support it. When in place, it promotes the achievement of extraordinary results through teamwork based on mutual trust and respect.

This phase deals with both intrinsic and extrinsic reward systems. The organizations structure is made up of a structure of responsibility (who is responsible for what), a structure of authority (who has the authority to use what resources) and a structure of rewards (who gets rewarded how much for what).

In step V we dealt with the structure of responsibilities. In step VI we dealt with the structure of authority, now we must integrate the reward system. We must make sure that each individual's responsibilities (goals), authority and rewards are aligned as a member of a team for team results. That people are getting paid for what they are supposed to do in the new reality. By aligning the rewards we reinforce the organizations transformation. Note that this can be politically sensitive. Often, directly after the diagnosis, individuals within organizations want to go directly into reward systems. Naturally, this is the subject that is nearest and dearest to them. But dealing with this subject constructively, without disintegrating the organization, will require a tremendous amount of political capital. That is why we deal with it last.

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 and team achievement. Reward systems motivate people to perform in a manner consistent with the mission, goals and accountability, and are developed to function with organizational lifecycle values, culture and individual PAEI styles in mind. Learning outcomes include:

- How to design and structure rewards (incentive and compensation systems) within an organization without destructive political issues
- How rewards evolve during the lifecycle
- How to link rewards to accountability systems
- How to link rewards to mission and goals
- How to assure that rewards reflect on cooperation and team achievement
- How to link rewards to individual styles and the culture and values of the organization

Sybergetic™ Programs



Professional Doctorates in Sybergetic™ Organizational Transformation with specializations in Diagnosis, Design, or Teleology

- NOT ACCEPTING NEW STUDENTS

IMPORTANT NOTE:

A High Pass on the written exam for each Adizes Phase training is required to proceed to the next phase.

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Specializations:

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

- NOT ACCEPTING NEW STUDENTS



**The Objectives and Purpose of the
Doctoral Degree in Symbergetic™ Organizational Transformation
- NOT ACCEPTING NEW STUDENTS**

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™ Organizational 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 - NOT ACCEPTING NEW STUDENTS



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 - NOT ACCEPTING NEW STUDENTS



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 in some programs 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.

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) - NOT ACCEPTING NEW STUDENTS



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) - NOT ACCEPTING NEW STUDENTS



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 (ideally, if possible) using all phases of the area of study in which the student has specialized, OR the documentation of innovations in the Adizes Methodology for 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 of Credit, minimum of 3 years)
- Design (101 Units of Credit, minimum of 3.5 years)
- Teleology (95 Units of Credit, 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.

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	



Adizes Phase-work: Classes

Lecturer's Program (1 credit, 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 on site 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 credits, 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.

Adizes Phase-work: Classes



Phase II – Synerteam and Integrator Training (3 credits, 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 credits, 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 credits)

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.

Adizes Phase-work: Classes

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

Cognitive Core Course Prerequisites: Marketing Theory

This course consists of an on site 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 credits, 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 credits, 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 credits)

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.





Adizes Phase-work: Classes

Phase VI – Primer in Responsive Accountability Systems (1 credit)

Cognitive Core Course Prerequisites: Accounting Theory

This course consists of an on site 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 credit, 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 credits, 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 credits, 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.

Adizes 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 biweekly 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 biweekly 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.

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

The quality of individual client work during the internship will be evaluated during the online labs. 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.



Adizes Phase-work: Internships and Online Labs

Phase I – Synergetic Diagnosis Internship & Lab

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

Phase II Internship & Lab

Internship (5 credits, minimum of 75 hours),
Online Labs (2 credits, 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.

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.

Adizes Phase-work: Internships and Online Labs



Phase III Internship & Lab

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

Phase IV Internship & Lab

Internship (4 credits, minimum of 60 hours)
Online Labs (2 credits, 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.

Adizes Phase-work: Internships and Online Labs



Phase V – Internship & Lab

Internship (8 credits, minimum of 120 hours),
Online Labs (2 credits, 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.

Phase VI – Internship & Lab

Internship (7 credits, minimum of 105 hours),
Online Labs (2 credits, 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.



Adizes Phase-work: Internships and Online Labs

Phase VIII – Internship & Lab

Internship (1 credit, minimum of 15 hours)

Online Labs (2 credits, 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.

Phase IX – Internship & Lab

Internship (4 credits, minimum of 60 hours),

Online Labs (2 credits, 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 credits, minimum of 60 hours),

Online Labs (2 credits, 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 - NOT ACCEPTING NEW STUDENTS

(15-20 units – three to four 5-credit 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).

This Program leads to a Professional Doctoral Degree in Symbergetic™ Organizational Transformation.

This 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 (ideally, if possible) 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.

Public Courses & Seminars



The BPPE does not monitor or approve non-credit courses and programs offered by California approved schools.

AGS offers live seminars, online courses, and non-credit Professional Development programs may include any and all of the instructional areas represented in this catalog, as well as seminars or courses in:

Neuro-Linguistic Programming
Enneagram

CONTINUING EDUCATION PROGRAMS

Non-credit Executive Programs, courses and seminars will be offered to the public in a selection of areas where Adizes Graduate School faculty have expertise, or where the school identifies subject areas with unique relevance to the School's educational objectives.

The non-credit Executive Programs will follow the same course of study as AGS newest for-credit programs in most respects. These programs do not earn credit towards a Degree at Adizes Graduate School.

Students without the academic qualification to enter the for-credit graduate programs have the opportunity to gain similar knowledge and expertise through the following Executive Programs:

Managerial Certificate in Syerbergetic Change Management Theory
Managerial Certificate in Business Administration
Managerial Certificate in Clinical Syerbergetic Organizational Management and Transformation

Executive Certificate in Syerbergetic Change Management Theory
Executive Certificate in Syerbergetic Business Administration
Executive Certificate in Clinical Syerbergetic Organizational Management and Transformation

Advanced Executive Certificate in Clinical Syerbergetic Organizational Management and Transformation
Advanced Executive Certificate in Syerbergetic Change Management Theory



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Accreditation:

In the United States, Federal regulations require State approval of schools and colleges, but further 'accreditation' is voluntary. Accreditation is an expensive and time consuming voluntary process. The Adizes Graduate School chooses to devote its resources to program and institutional quality on its own terms. Therefore, there are known limitations of the Adizes Graduate School degree programs:

- a) Graduates may not be eligible to sit for any applicable licensure exam in California or in other States. The Adizes Graduate School does not prepare students for licensure or exams at the State level in any State.
- b) A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State.
- c) A student enrolled in an unaccredited institution is not eligible for Federal financial aid.
- d) Students are directed to review the Notice of Credit Transferability in this Catalog and in the Enrollment Agreement.