

The Adizes Graduate School for
Change and Transformation

Clinical Program Catalog Insert

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

Doctoral degrees in Symbergetic™ Organizational Transformation with specialization in either:

- Diagnosis (91 Units)
- Design (101 Units)
- Teleology (95 Units)

*All students are required to read the main
AGS School Catalog.*

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

Letter from the Founder

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

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

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

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

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

Sincerely,

Dr. Ichak Adizes
Founder and Academic Dean

**The Mission of
The Adizes Graduate School
For Organizational Change and Transformation**

The Graduate Programs of the Adizes Graduate School are dedicated to providing the highest quality education in transformational studies. The course of study is designed to ensure a deep understanding of theories of change from the perspectives of science, philosophy, and the humanities.

AGS is committed to creating a broad, interdisciplinary theory base from which new ideas for the enhancement of organizational growth may emerge. We offer our scholars the opportunity to collaborate in an energetic fellowship of highly trained individuals interested in understanding organizational transformation and augmenting the quality of the process of change through synergetic academic inquiry.

The Clinical Programs

Doctoral degree

**In
Symbergetic™ Organizational
Transformation**

With Clinical specialization in either

- . Diagnosis**
- . Design**
- . Teleology**

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.

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

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

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

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

At the foundation of the 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 will learn to partner with clients to help them accelerate through lifecycle transitions – and see decisions consistently implemented.

What Makes The Clinical Program Unique?

A Comprehensive Problem-Solving Methodology to Create Change

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

Learning that is Grounded in Reality and with Practical Application

One of the hallmarks of the AGS is that it 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.

Purpose and Objectives of the Clinical Program

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

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

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

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

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

Choose One of the 3 Areas of Specialization

The Specialization in Symbergetic™ Clinical Diagnosis

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

Specialization in Symbergetic™ Organizational Design

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

Specialization in Symbergetic™ Organizational Teleology

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

Specific Learning Outcomes

Specific learning outcomes for the Diagnosis Track include:

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

Specific learning outcomes for the Design Track include:

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

Specific learning outcomes for the Teleology Track include:

Specific learning outcomes include students learning:

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

Program Structure and Breaks

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

On-line Courses

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

On-Site Programs

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

Specialization in Diagnosis: one 19 day session in the middle of the 2nd year

Specialization in Design: one 26 day session in the middle of the 2nd year

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

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

Clinical Internship

The internship is a divided into three parts. The pre-internship (part A) is intended to give students the opportunity to *observe* live client sessions related to each phase in which they are enrolled *prior to attending* the on-site training. Following the on-site program, students are expected to *assist* in performing that phase on a client (part B) and then *lead* the facilitation of a phase with a client under supervision (part C). During these internships, participants also

complete home assignments including readings, exercises and analyses of case studies. They maintain close communication with faculty and with each other by posting of assignments in their interactive work groups. The expectation is that students will complete assignments and posting in the same manner as they do in the on-line courses (See On-Line Sessions and Course Work) except that since the internship period is 1 ½ to 2 years long rather than 11 weeks, the time commitment anticipated on a weekly basis for on-line communication is less than 30 minutes.

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:

Specialization in Diagnosis		
	Pre-Intern (Part A)	Post Intern (Parts B & C)
	# of days	# of days total
Phase I	5	15
Phase II	4	12
Phase III	4	12

Specialization in Design		
	Pre-Intern (Part A)	Post Intern (Parts B & C)
	# of days	# of days total
Phase IV	4	8
Phase V	8	16
Phase VI	6	14

Specialization in Teleology		
	Pre-Intern (Part A)	Post Intern (Parts B & C)
	# of days	# of days total
Phase IV	4	8
Phase VIII	1	3
Phase IX	4	8
Phase XI	4	8

On-Line Supervised Lab

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. Faculty will generally attempt to check postings daily and respond promptly. 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	

Doctoral Project – Field Project/Case Study

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

Length of Program

Completion of the programs as designed requires a minimum of 4 years to complete the Clinical program with a specialization in Diagnosis or Design and a minimum of 5 years for the specialization in Teleology.

Please see Program Insert for complete timetable of all program components and specific dates of on-site courses.

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 program meets only once in a year. 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 they wish to take.

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 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 programs and distance should not be a barrier. Arrangements for accommodations during the on-site program will be made by AGS at the student's request at the training venue.

**Clinical Program Course Descriptions
For Doctoral Degrees in Synergetic Organizational Transformation**

On-line courses:

For descriptions of the following required courses, please see the School Catalog.

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

Professional Ethics (5 units)

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

Clinical Phase-work with Internship Requirements

Lecturer's Program (1 unit)

Prerequisites: Overview of Theory and Method

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 them 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 familiarizing students with the theory which underlies the methodology. Only through teaching do students fully begin to comprehend all the dimensions to the methodology and really begin to know the materials themselves. This program is designed to teach participants how to publicly present 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, how to choose which topics are suitable for which audiences, and how to field questions from the audience pertaining to the methodology.

Phase I – Synergetic Diagnosis (3 units)

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 learn how to:

- Conduct a detailed identification and analysis of the major areas for improvement of an organization
- Arrive at a detailed strategy for the resolution of those problems

- Legitimize the need for change in the organization and create an energized atmosphere of cooperation and teamwork to accomplish the needed change
- Develop action plans for the future that will be supported by everyone who is necessary for implementation.

Those who pass this course will know how to lead a group of top executives (up to 20 people) in a process at the end of which the whole group reaches a consensus regarding what problems the organization has, how to solve them, where the organization is on the lifecycle and what to do about it. This process results in agreement, mutual respect and trust, and team spirit.

Phase II – Synerteam and Integrator Training (3 units)

The most difficult problems in organizations require cooperation between several individuals; 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 needed to work with problem-solving teams. Participants learn how to be team integrators, and lead discussions towards consensus. They learn how to lead teams in problem solving sessions where the solution will be implemented promptly, with the full support of the organization and as a product of increased mutual respect and trust in the team. They will learn to harness destructive conflict and make it constructive. This course is highly experiential and involves daily work in small groups in order to practice the facilitation of managing teams.

Phase III – Implementation Follow-Up (1 unit)

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 (3 units)

Prerequisites: Lecturer's Program

This is an *overview* course 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 in-depth 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 which will be taking responsibility on its own.

Phase IV – SynOrScope – Defining an Organization's Purpose (2 units)

Cognitive Core Course Prerequisites: Marketing Theory

This course 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.

Phase V – SynOrDes – Organizational Design (2 units)

In light of the mission, Phase V focuses on the structure. This phase 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.

Phase V -- Primer in Organizational Design (1 unit)

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

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

Cognitive Core Course Prerequisites: Accounting Theory

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

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

Cognitive Core Course Prerequisites: Accounting Theory

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.

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

Cognitive Core Course Prerequisites: Introduction to Operations Research

In this phase, participants learn to develop plans using teamwork to "stretch" the organization to peak performance. The focus is how the staff can better serve the line, how to streamline support

activities and push for higher levels of performance, breaking through organizational parochialism. Participants learn:

- How to make cost centers perform like profit centers
- How to get business behavior even from not-for-profit units of the organization

Phase IX – SynReAI – Synergetic Resource Allocation (2 units)

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

This phase is designed to teach the consultant how to create a strategic planning system for increasing product lines, market share and profitability with the team of top managers in the organization. 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 not only on financial resources, but whatever the scarce resources of an organization might be. The course does not focus only on for-profit organizations, but is applicable to the not-for-profit sector as well.

Phase XI – Reward Structures (2 units)

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.

Internship Program

All internships require students to work with clients under the supervision of a mentor that has been approved by AGS. 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). While the actual number of days for any one client session may vary depending on the client, the minimum number of days for each part of the internship is detailed in the description of each phase below. During the off-site internship period, students are also given additional assignments and are expected to contribute on-line at least once a week in response to the questions and feedback provided by faculty and the work posted by others. Internships may only be taken after the necessary on-site courses have been completed.

Phase I – Synergetic Diagnosis Internship (7 units)

During the internship, a Syndag (synergetic diagnosis) is practiced on an actual client which may take anywhere from 2-5 days depending on the number of participants and the size and complexity of the organization. Students will also participate in at least one pre-Syndag interview

of senior management as a variation on conducting a Syndag. The minimum requirements are: Part A – 5 days minimum; Parts B & C, the post-internship experience, - 15 days minimum.

Phase II Internship (3 units)

Group dynamics and management of conflict are critical during this phase. Students are required to participate in multiple client sessions which may be as short as ½ day in duration: part A – 4 days minimum for preparation and live client facilitation; part B & C - 12 days minimum.

Phase III Internship (1 unit)

The phase III internship involves the facilitation of multiple top management strategic and creative meetings. Assistance will be provided both in how to prescribe the “managing committee” component of the therapy as well as how to conduct POC sessions. Group dynamics and management of conflict are critical during this phase. Students spend a minimum of 4 days in Part A of the internship and a minimum of 12 days in Parts B & C.

Phase IV Internship (3 units)

Conducting Phase IV (Mission) on an actual client generally takes approximately 4 days depending on the number of participants and the size and complexity of the organization. Students spend a minimum of 4 days in Part A of the internship and a minimum of 8 days in Parts B & C.

Phase V – Internship (8 units)

This course provides students with the opportunity to observe the development of a company’s overall restructuring. In part A of the internship, students spend a minimum of 8 days observing the process of re-creating a company’s organizational structure. They spend a minimum of 16 days in Parts B & C of the internship experience.

Phase VI – Internship (7 units)

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)

Part A of the internship experience requires a minimum of 6 days and Parts B & C require a minimum of 14 days.

Phase VIII – Internship (1 unit)

Students spend a minimum of 1 day in Part A of the internship and a minimum of 3 days in Parts B & C of the internship. 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

Phase IX – Internship (4 units)

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 spend a minimum of 4 days in Part A of the internship and a minimum of 8 days in Parts B & C of the internship. 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

Phase XI – Internship (4 units)

This course provides students with the opportunity to observe the development of a company's incentive system. Students spend a minimum of 4 days in Part A of the internship and a minimum of 8 days in Parts B & C of the internship. 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

Doctoral Project – Field Study (20 units)

Participants are expected to spend three terms in the program working toward the completion of their dissertation. 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.

AGS Faculty

The **Adizes Graduate School** faculty members are recognized professionals in their field. They all have advanced degrees, are highly qualified and are active facilitators who bring their learned perspective to bear on issues that you, your institutions, and your societies face.

Core Faculty:

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

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

Don Edward Beck, Ph. D. 1966, Communication / Social Psychology, University of Oklahoma
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

Bo Jaghult, MA
Stockholm School of Economics, MA 1961
Principal Adizes Associate, Past Managing Director and Founder Adizes Sweden
Professional Director, Adizes Scandinavia
Author of five books on the subject of management

Bruce LaRue, Ph.D. 1999, Human /Organizational Systems, The Fielding Institute
President, Applied Development Services
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)

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

Carlos Valdesuso, MBA
Andersen Graduate School of Management at UCLA, MBA 1967, Business Administration,
Information Systems
Principal Adizes Associate and Co-Manager, Adizes Brazil
SCI-Sistemas, Computacao e Informatica (Information Technology consulting)
Author, EDP Strategic & Tactical Planning

**Application
Admission
Financial Information**

**Who is Qualified?
Requirements for the
Clinical Doctoral Degree in Symbergetic™ Organizational Transformation**

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

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

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

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

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

1. **Communication Skills:** applicants should have strong written skills such that they are capable of writing professional reports. They should also possess strong oral presentation skills, demonstrating their ability to think on their feet, exude energy and be able to work with top level executives with ease.
2. **Professional Experience:** applicants are expected to have had prior general management experience and/or experience in consulting. AGS is designed as a mid-career school generally requiring a minimum of 10 years of work experience prior to enrollment.
3. **Top Management Outlook:** The practice of the Adizes methodology necessitates an ability to work comfortably with groups of top level management and employ a top management outlook. Applicants should demonstrate prior experience and success working with senior management.
4. **Maturity and Ethics:** Participants are expected to be emotionally mature, socially aware, have a strong sense of self and high moral and professional values.

5. **Academic Background:** While applicants do need to provide proof of a Bachelor's degree or equivalent, a student's grade point average in an undergraduate program does not necessarily predict success in the AGS program and therefore is not considered relevant for admission purposes. There is also no specific area of study that is preferred over any other. However, any applicant who has an M.B.A. or an undergraduate degree in business should possess the skills to pass most prerequisite exams (or provide proof of having taken them).

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

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

1. **Complete an internship interview and obtain letter of recommendation or verification from an internship mentor:** The internship experience is the cornerstone of the clinical program and prior to entering the program, students must
 - a. have secured an internship site and mentor, and
 - b. agree upon the logistics of the internship with that mentor, including signing any agreements as needed relating to confidentiality of information or other local policies.

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

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

NOTE: This program is new. We are not able to tell you how many students graduate, how many students find jobs, or how much money you can earn after finishing this course of study.

Course Waivers

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

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

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

Financial Information

AGS' Semester Unit System

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

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

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

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

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

The Specialization in Diagnosis requires 91 units

The Specialization in Design requires 101 units

The Specialization in Teleology requires 95 units

Total Tuition Fees

Doctoral degrees in Symbergetic™ Organizational Transformation:

Specialization in Diagnosis (phases I, II, III)	\$50,140
Specialization in Design (phases IV, V, VI)	\$57,000
Specialization in Teleology (phases IV, VIII, IX & XI)	\$55,800

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

Other Fees:

Registration - The Registration fee is a one time, non-refundable charge of \$100.00 USD. Those who register late (without notice) will be charged an additional \$250 fee to expedite their enrollment.

Registration and Enrollment

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

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

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

Miscellaneous expenses –Participants are expected to purchase most books, materials, and any journal subscriptions necessary for the completion of their work. Students are responsible for office supplies, Internet access, software, hardware, copying and postage. The Spiral Dynamics course may have a materials fee of \$36.00 USD.

Withdrawal and Refund Policy-
ADDITIONAL POLICIES FOR CLINICAL PROGRAMS

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

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

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

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

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

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

As an example, say a student attends the first 8 days of on-site training in their second year and then withdraws from the program. After 8 days, the student would have completed all of the Lecturer's program so no refund would be due for that portion of the program. The student would have attended 2 of the 6 days of the Phase I program; 4 of the 6 days of the phase II program; and none of the phase III program. In this case, the student would have attended more than 60% of the phase II program, so the only programs for which they would be eligible for a refund would be for phases I and III. Having taken 2 of the 6 days of the Phase I program, the student would be eligible for a refund of 4/6 of the tuition for this course or \$2400 and all of the

tuition for phase III or \$1200, for a total of \$3600. (Alternatively, if the student had not paid in full for this program prior to the start of class, they would be responsible for all tuition for this program with the exception of the \$3600 or a total of \$6000.

**Academic Progress, Attendance
Probation and Dismissal Policies**

SEE SCHOOL CATALOG FOR FURTHER CRITICAL POLICIES

Attendance and Participation Policies

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

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

Additional Requirements for Clinical Students

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

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

**SEE SCHOOL CATALOG FOR ALL
Probation and Dismissal Policies
Leave of Absence Policies
and additional policies that you are responsible for.**

(see catalog)

Founding Advisory Board

Matthew Givrad, Ph.D., Executive Vice President, Cleveland Chiropractic College

Archie Kleingartner, Ph.D., Professor, Anderson Graduate School of Management at UCLA;
Chairman 1992 Academic Senate, UCLA

George Parker, Ph.D., Professor, Stanford Graduate School of Business; Former Director Executive
Education, Stanford University 1979 – 1988

Monroe Price, Ph.D., Dean 1982 – 1991 Benjamin N. Cardozo School of Law

Anthony Raia, Ph.D., Professor Emeritus, Chairman, Department of Management 1990 – 1991,
Anderson Graduate School of Management at UCLA

Jan Rasmussen, Senior Vice President, ISS A/S, Denmark

Joel Schiavone, President, The Schiavone Corporation; Former President, Young Presidents
Organization 1985 – 1986

David Trickett, Ph.D., President, World Business Academy 1992 – 1996; President, Jefferson Circle

Kirby Warren, Ph.D., Acting Dean, Professor, 1987 – 1989 Columbia University

The Adizes Graduate School for Change and Transformation is approved by the California Bureau
for Private Post-Secondary Education.

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

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<http://www.adizesgraduateschool.org>

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