



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

at

Adizes Graduate School

www.AdizesGraduateSchool.org

This Catalog contains information about the following programs:

Master of Arts in Organizational Transformation

Doctor of Philosophy in Organizational Transformation

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

**This catalog is valid beginning 10/11/11 for at least one year or
until new updates become available.**

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

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

1212 Mark Avenue, Carpinteria, CA 93013

HQ Tel: 805-565-2901

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

ALL STUDENTS, PLEASE READ:

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

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

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

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

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

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

International Visas, Letters & Information for Overseas Students

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

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

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

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

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

[Application](#)

[Self Assessment](#)

[Preparatory Exercises](#)



Mission, Purpose and Objectives

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

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

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

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

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

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

Who is Qualified?



Degree Status

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

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

English Proficiency

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

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

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

Computer Requirements / Software Training

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

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

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

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

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



Orientation, Conferences



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

Preparatory Strategies -

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

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

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

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

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

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

Housing / Opportunities to meet worldwide:

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

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

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

On Line Sessions and Course Work



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

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

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

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

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

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

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

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

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

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

Term Structure and Breaks

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

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

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

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

LOA & Degree Completion Policy

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

Grading Practices

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

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

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

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

Lesson responses will be returned within one week. Grades will be forwarded to students within 14 days of the end of each term. Standards of achievement are based on customary expectations for graduate level work.

Online Courses (5 credits each)

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

Adizes methodology: Leadership Tools for Managing Change

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

Epistemology

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

System Life Cycles

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

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

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

Principles of Healing

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

Group Dynamics

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

Organizational Structures and Sociocultural Systems

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

Styles and Interests in Personal and Organizational Life

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

Visions and Values

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

Traditional Management Theory

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

Questions we will explore in this course include:

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

Systems Thinking

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

Theories of Change and Development

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

Questions we will explore in this course include:

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

Models of Conflict

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

Research Methods and Theory

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.

The Master of Arts Program



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

The Dual-Track Ph.D. Program

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

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

The Ph.D. Program

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

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

The Ph.D. Program

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

- *Epistemology*
- *Adizes methodology*
- *System Life Cycles*
- *Spiral Dynamics*
- *Principles of Healing*
- *Systems Thinking*
- *Theories of Change and Development*
- *Models of Conflict*
- *Research Methods and Theory*

All Students



Transfer Credit or Experiential Credit -

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

The Masters Thesis or Exam

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

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

The Ph.D. Dissertation

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

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

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

Three Terms of Supervised Writing

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

AGS Core Personnel and Faculty

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



Daniel Axelrod, J.D. 1963, Harvard Law School
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



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



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

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



Virginijus Kudrotas, Ph.D. 1997, Education, joint program (see below)
Dean, Adizes Graduate School, 2010-present
Doctor of Social Sciences (Education), joint program through Kaunas University of Technology, Magnus 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, 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)



Board of Directors



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

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

CEO/Dean: Virginijus Kundrotas, Ph.D.

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

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

Adjunct and Guest Faculty (partial list)

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

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

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

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

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

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

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

Attendance, Feedback and Participation



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

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

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

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

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

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

Academic Progress Policy and Standard for Student Achievement

Student Academic Progress in Developing Critical Thinking and Analytical Skills

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

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

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

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

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

Financial Information



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

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

Students pay course-by-course, rather than paying for the entire degree program or year-by-year. There are 3-5 courses offered each year. Note that the following 'total' costs do not include late application fees (\$250), experiential credit documentation fees (\$1000), or repeated attempts to earn credit for a course or an otherwise final thesis or dissertation (\$2300). Additional supervised terms for dissertation writing (beyond 3) may be required by a Doctoral Committee.

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

STRF: The School pays your state-imposed assessment for the Student Tuition Recovery Fund for California residents. See page 19 for details.

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

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

Financial Aid / Loans - outside services

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

Financial Aid - AGS services

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

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

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

Application Process

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

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



A complete application includes:

1. Adizes Graduate School Application Forms including 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.

Credit Transfer, Experiential Credit, and Challenge Exam Policy

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

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

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

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

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

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

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

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

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

Probation and Dismissal

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

Withdrawal, Cancellation and Refund Policy

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

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

Software access fees are not refundable for the months, or partial months that you were an active user. Expenses for materials, conferences attended, 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 Must Review the Student Tuition Recovery Fund

It is a California State requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. The Adizes Graduate School, however, pays this fee on your behalf. 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 of Post-Secondary Education 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.

Grievance Policy and Procedure



Student Communication Protocol

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

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

Informal Grievances

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

AGS Formal Grievance Procedure

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

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

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

Records / Transcripts

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

Transcripts will be available upon request permanently.

Student Services



Academic Counseling

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

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

Policies, Procedures, Theses and Dissertation Services

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

Career Placement and Planning

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