



ISOD

INTEGRAL SCHOOL OF
ORGANIZATION DEVELOPMENT

Integral School of Organization Development

Building the view of Organization Development essential for an agile business



Develop | Lead | Empower | Achieve

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From the President



Darko Cesar
President of the Board
Integral School of Organization Development

It is a privilege for me to introduce ISOD, a unique school built on a tightly integrated framework of development concepts and tools. **ISOD helps people in three ways**: it helps them grow their organizations into agile businesses, grow their network of trusted colleagues and friends, and it also helps them grow personally into leaders, mentors and better human beings.

A taste for challenge in our never ending quest of development, both individual and organizational, is one of the features shared by ISOD alumni and students. Our diverse profiles lead us to take different career paths, but as a development community we share the same core values, represent a colorful range of diversity, and participate in achieving a common goal: building a better future for all. Our ethical principles (a concept which businesses today often need to revisit) include, above all: doing good, nurturing trust, honesty and respect for individual boundaries, positive proactivity, open-mindedness, sharing of knowledge and solidarity.

We look forward to seeing more of you in our growing network!

During the last 16 years Mr. Cesar was a President of the Management Board of two multinational financial companies (Mercur Insurance, 1999-2010 and Basler Insurance Zagreb, 2010-2014) and two polyclinic hospitals (Medico polyclinic, 2010-2014 and Nemetova polyclinic, 2010-2012). In his business career, he held a number of responsibilities in various industry associations, notably: a Member of the Governing Council of the Swiss-Croatian Business Association (2011-2014), Member of the Governing Council of the Croatian Insurance Bureau (2007-2014), President of the Chamber of Economy Insurance Association (2006-2010), Member of the Supervisory Board at Merkur BiH Insurance (2005-2010) and Member of the Editorial Council of a trade journal "World of Insurance" (1999-2014).

About the School

We settle for no mediocre goals. The school motto is: "temet nosce" – *know thyself*.

We also settle for no small role models. 2.380 years ago, Plato established a very special school. This school was to become a source from which the entire Western civilization will spring. He named his school *The Academy*.

„Every person has the potential for mastery and greatness. Potential born from knowledge, self-discovery and wisdom.“ – Plato



The Role Model

Plato built his Academy on the idea far ahead of its time; on the belief that every person has the potential for mastery and greatness. Potential born from knowledge, self-discovery and wisdom. The Academy was not open to the public, it had a continuity of work with resident teachers and students who, through time, formed long lasting and meaningful relationships. They created among themselves an atmosphere of trust, respect, dialogue, inquiry and sharing. There was no clear distinction between teachers and students, or even a formal curriculum. There was, however, a distinction between senior and junior members formed out of mutual respect. Plato and his associates posed questions and problems which the group would then discuss and solve. Through dialogue they developed their knowledge, character and friendship, revealing truths and insights that greatly surpassed opinions or ego-positions of any individual in the group. Sometimes Plato gave lectures to incite discussions, but dialectical method was preferred and constantly practiced. This dialectic approach was made especially popular by Plato in the Socratic dialogues. Although there was no strict, formal curriculum, there was an integral framework within which the Academy operated: it integrated physics and metaphysics, ontology and epistemology. This revolutionary approach, designed so that it would inspire inquiry and critical thinking, placed a special emphasis on including and developing multiple dimensions of an individual.

Plato's Academy became a beacon of wisdom and development throughout the ages. His tradition was preserved and carried on by many, starting from Aristotle who studied in the Academy for twenty years (367 BC – 347 BC) before founding his own school, the Lyceum.

Albert Einstein was so inspired by Plato's approach that with a group of friends he founded his own school – the Olympia Academy – in which they regularly met to discuss science and philosophy and debate books of various fields.

Their readings included the works of Henri Poincaré, Ernst Mach, and David Hume. They remained in touch throughout their lives, and Einstein was to say that Olympia Academy had a lasting effect on his intellectual development, scientific career and philosophical outlook.

This tradition is the cornerstone and role model of Integral School of Organization Development. All the developmental activities of ISOD are based on the principles Plato's Academy so well established: **integral curriculum, dialogue and dialectic method, experiential work, egalitarian, mutually respectful spirit and playfulness.**

So, why is the school motto "know thyself"? Because the fundamental truth of OD and mentoring disciplines is that OD consultants themselves,

as well as mentors themselves, are the most important "tools". No method, no tool, no technique is worth anything in these disciplines if it is used by someone who has no idea about how human beings function – be it as individuals, or as groups we call organizations. And to know humans, you first and foremost have to know yourself. **To develop humans and human organizations, you must first develop yourself.**

ISOD explains the underlying principles of human and organizational development, providing you with a map, tools and skills necessary to successfully manage development processes.

An integral map is like a central organizing principle for your thinking about OD and practicing it in real life.

... ISOD aims to help students master how to: ...

- ✓ Improve the performance of employees and an organization.
- ✓ Select the right tools to use during crisis management.
- ✓ Change core beliefs and values in an organization.
- ✓ Develop conscious, proactive and responsible employees.
- ✓ Adapt to shrinking, expanding or emerging markets.
- ✓ Boost creativity and innovation in the organization.
- ✓ Restructure an organization (execute "turnaround").
- ✓ Develop not only employee competencies, but also personality.
- ✓ Manage the evolution of an organization and its changes.
- ✓ Lead the organization development process and interventions.
- ✓ Select and use the right tools for organizational diagnostics.
- ✓ Use the diagnostic results to plan and design OD interventions.
- ✓ Intervene into organization culture, structure and processes.
- ✓ Detect and avoid typical pitfalls of OD interventions.
- ✓ Ensure successful change management process and outcomes.

If you throw a stick, a dog will look at the stick and chase after it. But a cat, such as a tiger or a lion, will look where the stick came from and chase after you.

Most organizations are very good at chasing sticks: looking for symptoms they want to fix, making themselves busily engaged with side effects. A very few organizations maintain a "tiger's gaze" – an ability to look squarely into the root causes of issues and implement fundamental solutions. We made it our mission to develop this ability in people and organizations.

– Ivan Miljan, ISOD



Organization of the Program

Deliberately Developmental Organizations

Ronald Heifetz distinguishes between "technical" and "adaptive" challenges of the workplace. Organizations and HR departments train most people in solving "technical" challenges – providing them with a skill set necessary to perform well with routine tasks and processes. However, many, if not most, of the challenges workers face today and will face tomorrow require something more than incorporating new technical skills into their current mindset. These are the "adaptive challenges," and they can only be met by transforming their mindset, by advancing to a more sophisticated stage of mental development.

In their most recent book "An Everyone Culture," Kegan and his co-author Dr. Lisa Lahey describe organizations that have successfully created these conditions for employees, calling them **deliberately developmental organizations (DDOs)**. These organizations intentionally support the development of complexity of mind of their employees, thus increasing their capacity for innovation.

DDOs are oriented on such initiatives as changing personal mindsets through engineering moments of insight, providing immersive experiences for teams that shift group mindsets and accelerate team effectiveness, as well as developing systems, processes, and a working environment/culture that hold new group behaviors and learning habits in place. These are businesses where employees' struggles are used as growth opportunities rather than inadequacies. In DDO's people are surfacing their weakness and getting help to overcome them while working together, in meetings, in one-on-one sessions, and in the course of their everyday work. They have no requirement to physically gather in the same room in order to "attend a training" and learn. They learn all the time, their learning is integrated with work, and unfolds both offline and online.

ISOD replicates a process of DDO development

ISOD is currently the only DDO building program and concept in Mid- and Eastern-Europe.

It started in 2012, as a DDO itself – founded on the principles of Plato's Academy: as a **developmental community** based on openness to challenging and being challenged, egalitarian spirit, and mutual respect; utilizing **developmental practices** and tools of experiential work, feedback, dialogue, mentoring and coaching; and grounded in **developmental aspirations** of defining a purpose, setting goals, identifying problems, obstacles and limitations, accepting mistakes and learning from them. It was an initiative in changing the Learning and Development landscape and discourse in the Adriatic region.

ISOD curriculum consists of three levels, each comprised of 12 agile sprints. It encompasses the **most advanced and up-to-date concepts** and underlying principles of human and organizational development, providing a **map, tools and skills necessary to successfully navigate the challenge of increasing one's mental complexity.**

ISOD delivery is based on a combination of Agile, ADKAR, LENA and 70-20-10 methodologies, which means that **10% of development is delivered as theoretical concepts and tools; 20% is social learning within a peer-group, supported by mentors; and 70% or majority of emphasis is on practice, real life work, discussions of individual projects and experiences in peer triads/pairs and supported with feedback from faculty.**

Each of the 12 sprints is approximately 1 to 1.5 months in duration, with breaks during summer and winter.

Mentors who follow students are themselves ISOD alumni, highly accomplished in their life and work, with a mature understanding of human and organizational development and practical experience in the topics that are being covered in the sprints.

Each individual determines the amount and type of practice they engage in between sprints – **students**

set their own objectives and key results, depending on their individual life circumstances and interests. Support is provided in the form of mentoring and supervision from mentors.

The final sprint focuses on the review of skills and knowledge developed and **self-evaluation and peer-evaluation of impact that this development initiative has had on each student.** Individual and group feedback are provided to each student.

Nine generations have until now graduated from the program, with students ranging from scientist and team leaders, to presidents of multinational corporations and university deans.

There exist several well-established, globally known and proven examples of this concept. One of the eldest is Society for Organizational Learning, SoL, established in 1997 by Professor Peter Senge. SoL helped large corporations including Unilever, Coca-Cola, Seventh Generation, and Schlumberger develop into learning organizations and tackle challenges related to sustainability. It also regularly cooperated with EU projects on promoting sustainable learning, conceptualizing projects, and disseminating its results.

Another example, probably most recent one, are u.Lab and U.Academy, massive online capacity-building for professionals from across sectors operated by Dr. Otto Scharmer's NGO called Presencing Institute.

Seven steps of ISOD program set-up

A typical blended-learning DDO program such as ISOD follows seven steps:

- Step 1 – set up a developmental environment,
- Step 2 – form education cohorts and groups,
- Step 3 – assign mentors,
- Steps 4, 5, 6 – go through learning sprints. This is where development and innovation happens,
- Step 7 – evaluate the outcomes.

In the first step, we conduct development needs analysis, determine the priority areas for improve-

ment and desired outcomes, and draft a Development aspiration ("Edge"). We set up an easy-to-use content and collaboration system, principally serving to stimulate development of learning communities ("Home") – not a classic repository of content or an LMS. We also choose development practices and tools, and provide basic ready-made or rapidly produced learning content blocks ("Groove") – avoiding large, monolithic scripted courses. **These 3 components, Edge, Home and Groove are key parts of a creative, flexible, experimental and experiential, "agile" learning environment.** They make learning significantly different from traditional linear "off-the-shelf" or "tailor-made" seminars. It is constructivist in a sense that students are co-creators of their unique learning journey.

The second step is forming the development cohorts. **Cohorts usually follow a Dunbar's number recommendation – a maximum number of people at which it is possible to maintain a stable, cohesive group with meaningful relationships** (or, as Dunbar described it: "the number of people you would not feel embarrassed about joining uninvited for a drink if you happened to bump into them in a bar"). Maximum is 150-200 students per cohort, but ISOD goes up to max. 30 people, a size of the group in which discussions are most fruitful, dynamic and easier to follow. Finally, the smallest units are groups of 4-12 people, most often 5, which is a very effective way to provide coaching and mentoring.

The third step is choosing and assigning mentors which not only provide expert inputs and personalize the learning, but also help make the social learning easy and accessible, reinforce learning, encourage interaction, and build a "learning culture". **Mentors are the "construction engineers" of a "DDO construction site".**

Steps four to six are a cyclical process of learning and development that repeats for as many sprints as was planned, with the possibility of dynamically changing (increasing or decreasing) the number of sprints. During these 3 phases:

1. Participants learn and explore new concepts, methods and tools;
2. Engage in social learning via social network, 1:1 Zoom/Skype/Teams meetings,

where they receive 360 feedback, coaching, mentoring or counseling;

3. Try out and learn from experience (e.g. by taking on greater responsibility, taking on a new project, etc.)

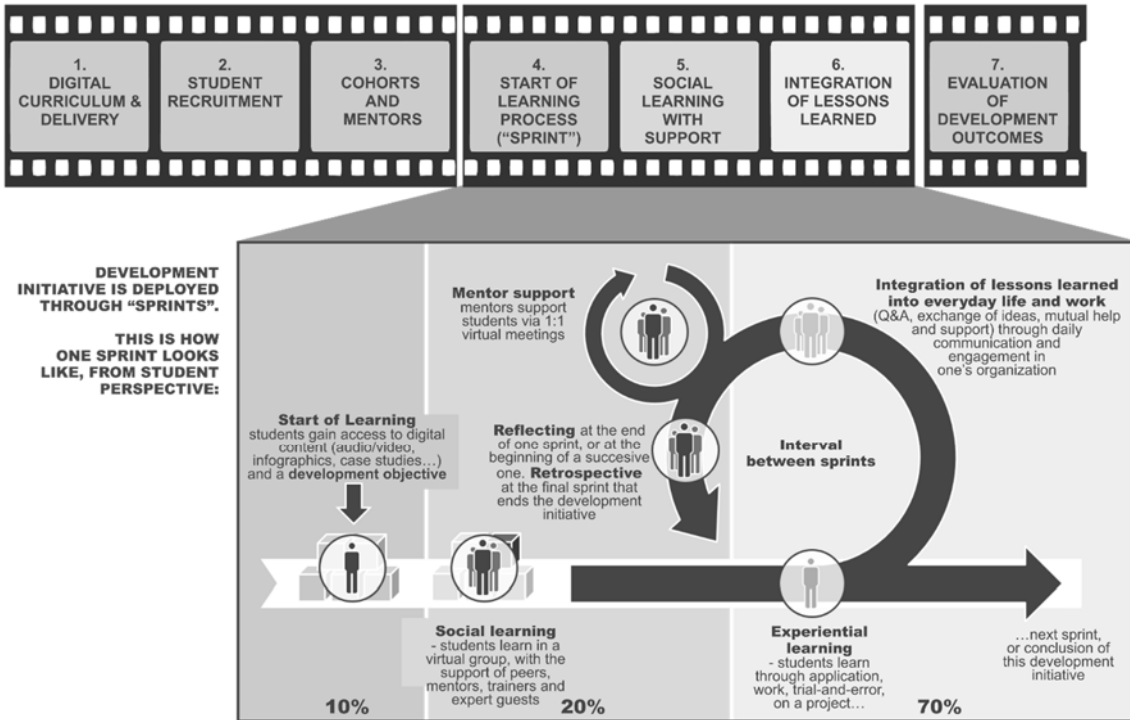
(See the illustrations of these 3 steps.)

Each individual determines the amount and type of practice they want to do during the sprints, depending on their individual life circumstances and

interests. Support is provided in the form of mentoring and supervision from mentors and faculty.

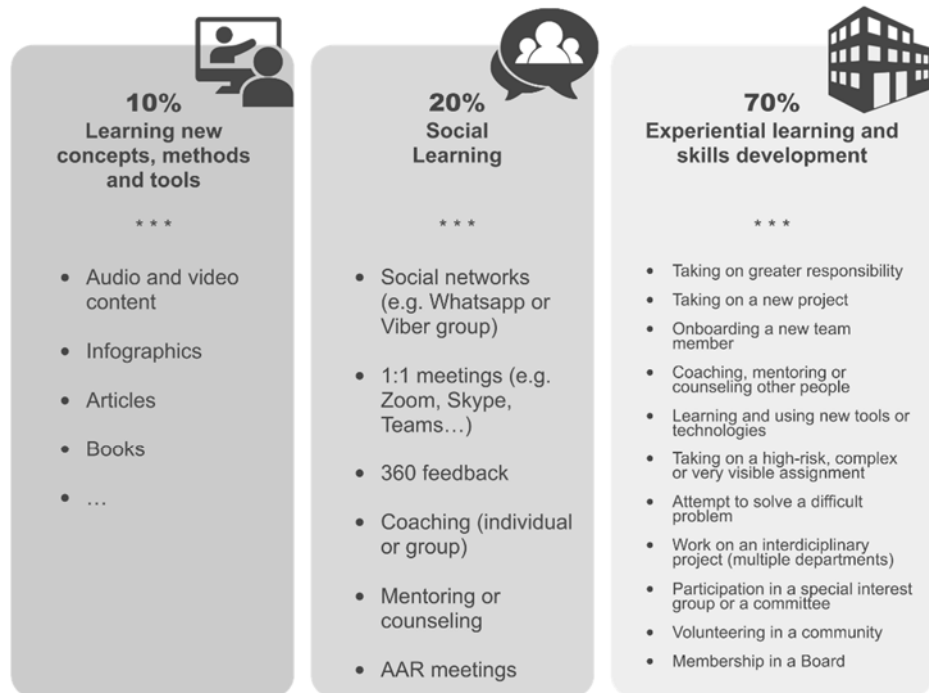
The final step is evaluation of outcomes in the form of retrospective. This is where **participants self-evaluate and peer-evaluate their developmental journey, efforts and achieved results** according to desired outcomes set at the beginning. Individual and group feedback are provided to each student.

ISOD Agile Development Model



ISOD Agile Development Model

- **10% of development** is comprised of initial uptake of new, or deepening of established concepts, methods and tools through education.
- **20% of development** happens through personalized support of a mentor / coach / advisor, colleagues (through dedicated group) etc.
- **70% of development** - majority - unfolds through predefined, coordinated and supported experiential work, projects in a daily business environment and through interactions with colleagues.



All on-site modules are closed residential retreats. They start at 16:00-19:00 the first evening (with dinner and group follow-up) and end at 17:00 (at the latest) on the last day:

Day 1		Day 2	Day 3
07:00 – 09:00		Optional: sport, relaxation or guided meditation	Optional: sport, relaxation or guided meditation
09:00 – 10:00		<i>Breakfast</i>	<i>Breakfast</i>
10:00 – 11:45	<p style="text-align: center;">Level 2 pre-sprint circle</p> <p>This time is reserved for training and group supervision of mentors-in-training who are Level 2 students.</p>	Explanation of concepts and tools	Reflection and follow-up on case study, practice
11:45 – 12:00		<i>Break</i>	<i>Break</i>
12:00 – 13:45		Demonstration, practice, clarification	Demonstration, practice, clarification
13:45 – 14:45		<i>Lunch</i>	<i>Lunch</i>
14:45 – 16:00		Free time for sport and relaxation	Practice, reflection, clarification and closing
16:00 – 19:00	Arriving, socializing	Demonstration, practice, clarification	Level 2 sprint review circle
19:15 – 20:15	<i>Dinner</i>	<i>Dinner</i>	
20:15 – 22:30	Connecting, review and follow-up, intro into the module	Case study through movie or follow-up on practice	

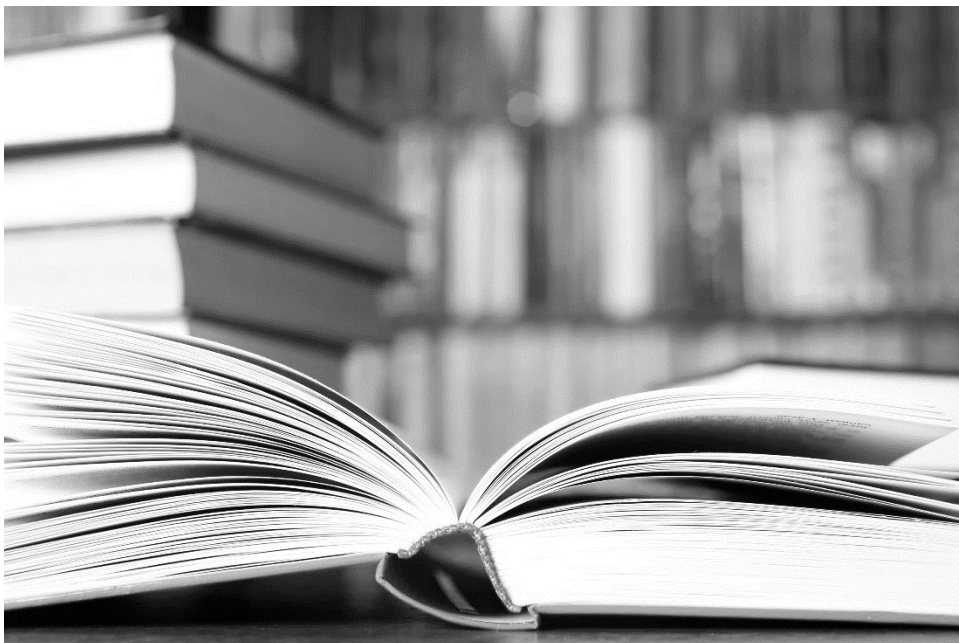
Example of Product backlog for Level 1

The most advanced models of human and organizational development, discovered throughout history, have been unified within the product backlog of Integral School of Organization Development.

Organization development (OD), with its powerful and influential heritage, solid core, evolving applications and approaches, plays a vital role in today's global, fast-paced world of constant change. Integral School of Organization Development (ISOD) was conceived as a unique guide through the field and applications of OD.

The School's graduate-level program is especially suited for experienced practitioners, consultants and change agents who wish to explore organization development's foundation, scope, focus, purpose, and methods. Sprints are designed to capture the best thinking on key topics, fine-tune mentoring and consulting skills, learn about intervention options, envision human and organization development's future, as well as reflect on the larger issues in growth and change. Leaders and managers will find tools and techniques they need to understand the route to organizational

health and effectiveness, and to develop, launch, and nourish successful change efforts.



Sprint 1: Understanding Development

- What is organization development
- Past, present and future of OD
- Dynamics of groups and teams
- Specialist, eclectic and integral development
- Mentoring and its role in development

Sprint 2: Diagnostics of Vertical Development 1

- Structuralism and constructivism
- Competences as evolving structures of mind
- Models of competence vs Competency models
- Key principles of structural development
- Development of moral behavior
- Development of work behavior
- Development of values competence

Sprint 3: Diagnostics of Vertical Development 2

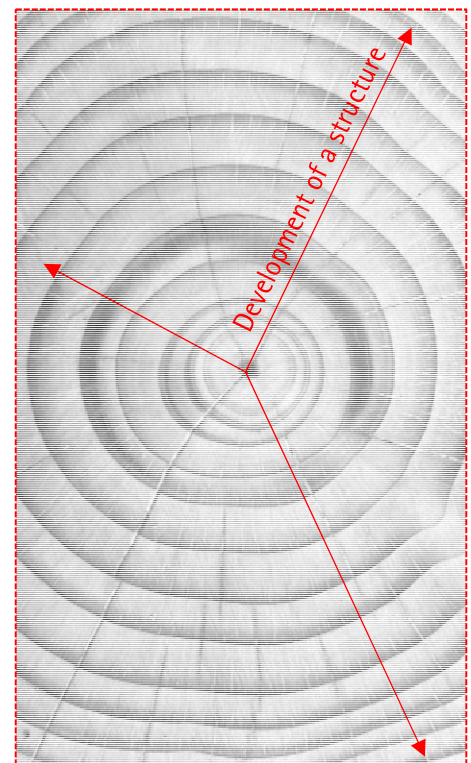
- Development of leadership competence
- Development of coaching and mentoring competence
- Challenge-Support-Feedback triangle in mentoring
- Development of teams
- Development of organizations
- Integral psychograph

The first three sprints delve into the subject of **organization development and structures of development**. We learn that change and development are driven by an evolutionary force. The same force that produced molecules from atoms and humans from cells, produces adults from infants. Cosmos consists of hierarchical wholes: each whole is a part of a larger whole. It is dynamic and creative, with a tendency to develop more complex, inclusive and organized levels of hierarchy. This cosmic process, unfolding in time, we call **evolution**.

Many top executives need no convincing that the pace of evolutionary change is increasing. They take it as a given. However, the pace of change is accelerating to the point where it threatens to overwhelm the management capacity of organizational and political leaders. The level of complexity, flexibility and speed required to respond to this ever increasing pace of change is unparalleled in the history of leadership and management.

Development and change occurring within leaders, companies and government agencies must match the accelerating pace of external changes, or they will simply fail, or fail to be relevant.

Our psyche has many layers, one developed on top of another. In these sprints, we look at the most important research of the human development to date: development of, values, character, leadership, teams, organizations, societies, etc.



In sprints 1-3 we learn to diagnose and foster the structural development of people and organizations.

Sprint 4: Diagnostics of Horizontal Development 1

- Using typologies to manage variety
- Typological models and their limitations
- Fundamentals of psychometrics
- Choosing instruments for typological profiling
- Validity, reliability and interpretation bias
- Personality traits
- Organizational culture, climate and employee engagement

Sprint 5: Diagnostics of Horizontal Development 2

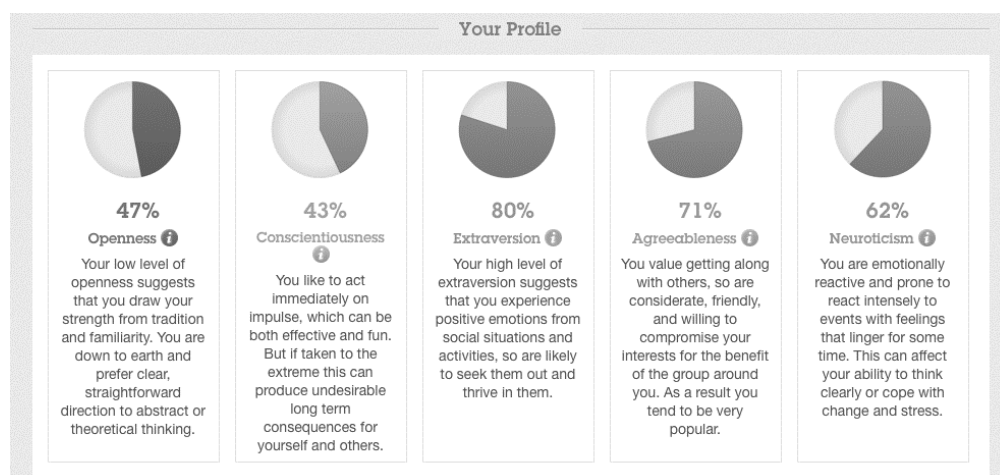
- Leadership styles
- Types of business models
- Combining types and states: situational leadership
- Employee types and talent management
- Organizational design: types of organizational structures

Two structures evolved to the same level can still be very different. Two adults of the same age – if we look only at the body as a (physical) structure – are the same. Even so, one can be male and the other female, their blood group, skin color or leadership style can vary. These differences across structures are called **typological differences**.

We use all sorts of tools to navigate our way through typological differences: SWOT, PEST or BCG Matrix in strategy and portfolio analysis; MBTI, Big Five, NEO, SDI, Belbin in people analysis; GPTW, OCAI in culture analysis; P&L and cashflow statements in financial analysis...

Tools that use typologies and categorize types help us manage diversity we see in the world.

In this sprint we develop an understanding of how to select, use and interpret various established and proven typological tools within OD and mentoring practice.



Sprint 6: Nature of Individual Change 1

- From taxonomy to ontogeny of development
- Development of cognition
- Recognizing and changing deep seated beliefs

Sprint 7: Nature of Individual Change 2

- Immunity to Change model
- Single, double and triple loop learning
- Inquiry and reflective practice

In sprints 2 and 3 we studied how development lines (of both humans and organizations) progresses through more and more complex levels. We did not go into the nature of development mechanism: **how transformation from one level of competence to the next happens.**

In these sprints we look at the way how we develop ever more complex leadership competence, organizational structure, culture... We specifically look into the way **how our meaning-making system develops**, the system upon which the maturity of our ego, values, beliefs, motivation, etc. depend.

With special interest we study those parts of our meaning making system that influences our perception, judgment and decision-making, all the time remaining in our blind-spot. We **learn to recognize our deep-seated beliefs or paradigms**, and use the tools that help us get rid of those that limit our potential.

We also learn about the mechanisms that prevent and thwart our well intentioned personal change efforts, and how to help individuals successfully manage individual change.



Sprint 12: After Action Review

- Demonstration of:
 - ~ Structural diagnostics skills
 - ~ Typological diagnostics skills
 - ~ Managing (paradigm) change
 - ~ Applied systemic thinking
- Presentation of individual models of work
- Individual feedback from faculty and students
- Group feedback on the entire learning journey
- Recommendations for further development



Sprint 12 is a completely experiential – students synthesize all of the OD and mentoring knowledge and skills they have acquired.

Following skills demonstrations, students present their individual understanding of OD and mentoring concepts and their unique way of applying them in their work and life. After each presentation students get feedback from the group and the faculty members on their presentation and the overall learning journey through ISOD, along with specific recommendations that serve to help them in their continuing development.



Some student experiences

This program is highly recommended for managers, leaders, entrepreneurs, experts in the field of Human Resources (HR) and Organization development (OD), trainers, coaches, mentors, consultants and individuals motivated to grow and learn about human development, functioning, interpersonal and group relationships, teams and organizations. This is how some of our students describe their ISOD experience:

Since my background is private enterprise, with all the experience and knowledge I got, I have considerably enriched my perspective on company development and innovation – both from a strategic and operational point of view. Through comprehensive and substantial lectures, interactions between students, engaging exercises and discourses, I have deepened my insight into the complexity of topics I face daily in my work. I wholeheartedly recommend this program to everyone willing to learn and explore themselves and organizations in a completely new and intriguing way. – *Amra Ajanović Perić (IDEO Dizajn, 2014)*



Working as a Member of the Board, I felt a desire to make some changes. My goal was not only to learn more, but also to better manage my reactions and emotions, as well as better understand those of my colleagues. ISOD challenged me to see how much corporate culture, which I was shaping and conveying, was important if an organization wants to be faster, better and greater. Working with my peers during the sprints, helped me learn and develop new skills. People I met in ISOD supported me on my way, and through their experiences I could reflect on myself and learn. Their friendship and support, along with learning, are the greatest treasure I got from ISOD! – *Monika Brzović (Societe Generale Insurance, 2013)*



When I started to work as a University Dean and Member of the Board, I recognized the need to acquaint myself with topics about leading and managing an organization. Prior to joining ISOD, I held a belief that personal development of a manager and his work in development of an organization were separate, distinct fields. It is clear to me now that one cannot be parted from the other, for they are bound together by an intricate web of interdependencies. At ISOD I experienced a stimulating atmosphere for learning, opening and sharing, creativity and growth. Model of experiential learning and individualized and group-oriented development pushed us to achieve visible results in much shorter time than any of the classic methods we were accustomed to. Out of everything I got from ISOD, insights and mastery of tools vital for governing personal and organizational changes is what I treasure the most." – *Vlatko Cvrtila, Ph.D. (VERN', Education industry, 2014)*



Excellent past experience and trust that I had in the faculty members is what motivated me to come to ISOD. I was also attracted by a curriculum dealing with complex topics of human development as a foundation for understanding and developing organizations. For me, ISOD was an excellent investment of time and energy. Inspiring people and topics, a lot of discussions and practical hands-on exercises... all of that helped me gain valuable insights into human and organizational development. On a personal note, ISOD was a crucial incentive for my own change, both in business and in private life. – *Dubravka Horvat (Podravka, Food industry, 2014)*



After I finished my graduate and postgraduate studies, successfully obtained Ph.D. in Economic sciences and had a very intense business and university career, I was trying to find a way to keep my development vibrant. Organizational functioning and development were my permanent obsessions, but without sufficiently relevant answers. Although there exist volumes of literature about leadership, ethics, emotional intelligence and their role in development and sustainability of organizations, the School and its excellent system of learning helped me become aware of the ways in which they are all integrated. It also illuminated for me a number of topics that were up until now distant, vague or disjointed, but extremely important for functioning of organizations and ourselves. **ISOD is one of the greatest experiences in my lifelong education and development journey.** – *Jasmin Hošo, Ph.D. (Wienerberger, Production industry, 2014)*



Although I work in a multinational corporation, in one of the largest companies in the region and above all within an HR department, there were things I didn't understand about organizations that were important to me. Why do some things happen at certain moments? How can people be blind to obvious fallacies of the solutions being proposed? Why am I so affected by certain decisions? Should I be affected? ... When I talked to students of the previous generation, I saw that this is the school that can help me find my answers. ISOD is a very intense program, demanding complete dedication and attention, but nevertheless, I found myself eagerly expecting every single sprint. Besides having had the opportunity to meet exceptionally interesting, diverse, dynamic and open people, exchange experiences with them and learn from them, I also got the **opportunity to get to know myself better and understand the changes in my organization.** – *Jelena Jezdimirović (Delhaize Group Serbia, Retail industry, 2014)*



I was motivated to join ISOD by curiosity, new and very demanding business circumstances in which I was working, as well as previous experience of working with the faculty members. **ISOD was a memorable, unforgettable journey which was not over with my graduation but lasts and lives on.** It's a unique school which gave me the most extraordinary experience and outstanding knowledge. I carried from the school many precious insights into how single individuals, systems, organizations, states, religions... all function, how they are interconnected and how they influence each other. From this, I developed a more complex understanding and acceptance of these interconnections." – *Nikolina Vlašić (Styria Media Group, Media industry, 2013)*



General information

Accreditation

Having satisfactorily completed this course of study, students will be awarded a diploma in **Leading and Managing Organization Development**.

Students that have completed Level 2 are awarded diploma in **Mentoring and DDO Development**.

In accordance with their individual preferences and ambitions, graduates may continue their education within ISOD at the Level 3, **Facilitating Transformations and Supervising Development**, or pursue a PhD Level study at a number of Universities (inquire with faculty for details).

Enrolment, tuition and dates

- Send a letter of application (via e-mail) to one of the contact addresses.
- School Council will interview the candidates in order to establish clear understanding regarding expectations and motivation. Referrals/recommendations are very welcome.
- Based on the information about motivation, previous work/life experience, competencies and expectations, the School Council shall approve or disprove the enrolment for each individual. All information collected during this process will be treated as personal and confidential.
- Tuition is 350 EUR + VAT per sprint and includes costs of enrollment, faculty staff, work spaces and all the materials. Tuition does not include student transportation, accommodation and meals.
- Students can pay the full tuition in advance, or in four (4) installments. School is organized in sprints that cover specific topics, but each sprint builds onto the previous ones. Therefore, students are strongly encouraged to attend each sprint. In case of absence, sprints that were missed are non-refundable.
- For specific information about tuition and dates of particular sprints, please contact us.

Contacts

For applications and inquiries feel free to contact the organizers at:

- | | |
|--|--|
| <ul style="list-style-type: none">• Daniela Miljan
daniela.miljan@aspiria.org
(+385) 91 234 1100
www.integraldev.org | <ul style="list-style-type: none">• Tomislav Bekec
tomislav.bekec@gmail.com
(+385) 99 243 9999
www.integraldev.org |
|--|--|

Locations

We choose locations that are accessible and at the same time secluded and located in the nature. Our primary locations for Croatian programs are: Hotel Terme Jezerčica (in Donja Stubica, Croatia), Hotel Tomislavov dom (at the top of Mt. Medvednica nature park and 20 minutes from Zagreb city center), Hotel Trakošćan (set in a picturesque vicinity of a medieval castle and a lake), Hotel Eden in Rovinj and Hotel Villa Letan in Fažana (both in Istria, at the Adriatic coast). We strive to make accommodation prices very acceptable, ensure that the working environment is peaceful, comfortable and spacious, that we can be in contact with the nature and that sports and recreation facilities are accessible.