



ISOD

INTEGRAL SCHOOL OF
ORGANIZATION DEVELOPMENT

Integral School of Organization Development

Building the view of Organization Development essential for an agile business



Integral
Organization
Development



MENTORING
Competences



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

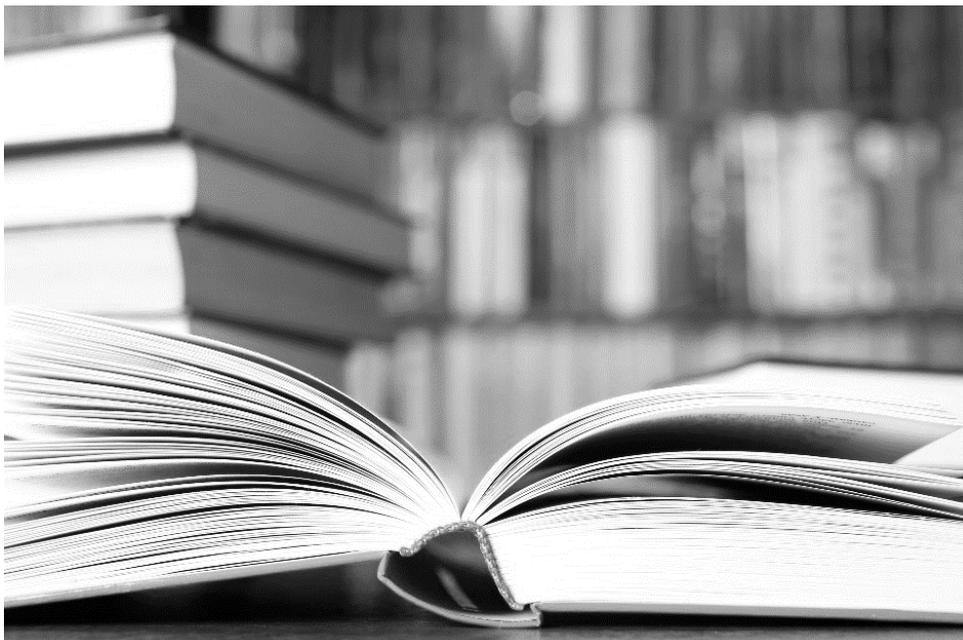


ISOD Curriculum

The most advanced models of human and organizational development, discovered throughout history, have been unified within the curriculum 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. Classes 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.



Module 1: Understanding Development

- What is organization development (Beckhard)
- Past, present and future of OD (Lewin, et al.)
- Specialist, eclectic and integral development..... (Miljan)
- Mentoring and its role in development..... (EMCC)
- Structuralism and constructivism (de Saussure, Piaget)
- Competences as evolving structures of mind..... (Gardner)
- Models of competence vs Competency models..... (CIPD)
- Development of moral competence (Kohlberg, Gilligan)
- Development of values competence (Grawes, Cowan, Beck)
- Development of leadership competence..... (Torbert)

Module 2: Diagnostics of Structural Complexity

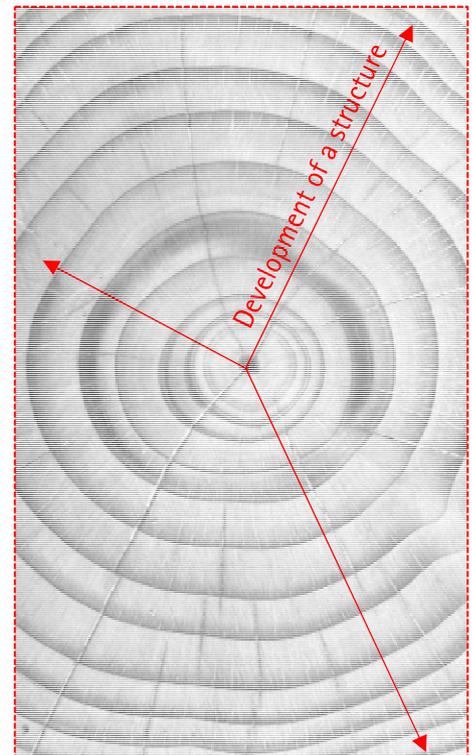
- Development of work behavior..... (Covey, Miljan)
- Development of mentoring competence..... (EMCC)
- Development of teams..... (Drexler, Sibbet)
- Development of organizations..... (Adizes, Torbert, Le Saget)
- Development of communities (Graves)
- Development of development (Miljan)
- Key principles of structural development..... (Ashby, Wilber)
- Integral psychograph (Esbjörn-Hargens)
- Challenge-Support-Feedback triangle in mentoring (Miljan)

The first two modules delve into the subject of **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.

Human mind, being a part of cosmos, develops in the same hierarchical manner as all external reality: our psyche has many layers, one developed on top of another. In this module, we look at the most important research of the human development to date: development of cognition, self-sense, values, character, leadership, teams, organizations, societies, etc.



In modules 1 & 2 we learn to diagnose and foster the structural development of people and organizations.

Module 3: Diagnostics of Typologies

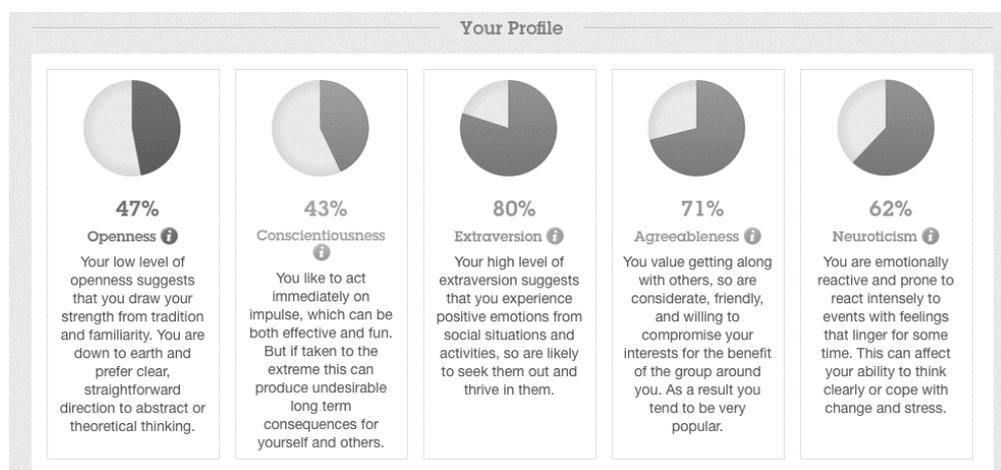
- Using typologies to manage variety..... (Wilber)
- Typological models and their limitations.....(Korzybski)
- Fundamentals of psychometrics.....(Galton, Cattell)
- Choosing instruments for typological profiling..... (Cvrtila)
- Validity, reliability and interpretation bias (Cvrtila)
- Big Five and 16 primary traits.....(Cattell, Goldberg et al.)
- Team roles (Belbin, Margerison–McCann)
- Emotions and aptitudes (Keller, Plutchik)
- Motivation and vocation(Maslow, Reiss, Holland)
- Leadership and management(Goleman, Blake, Mouton)
- Organizational culture and climate.....(GPTW, OCAI)
- Organizational typologies..... (Mintzberg, Porter, et al.)

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



Module 5: Working With Paradigms

- From taxonomy to ontogeny of development..... (Kegan)
- Development of cognition.....(Fischer, Commons, Richards)
- Recognizing and changing deep seated beliefs.....(Kuhn, Burns)
- Beck's cognitive triad..... (Beck)
- Triple Column Technique..... (Burns)
- A-B-C-model of disturbance and change(Ellis)
- Immunity to Change model (Kegan)
- Single, double and triple loop learning(Argyris)
- Inquiry and reflective practice (Lewin, Torbert et al.)
- Introducing the third tier of development(Brown)

In modules 1 and 2 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 this module 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.



Module 6: Patterns of Organizational Behavior

- System dynamics..... (Bertalanffy, Forrester, Senge et al.)
- The concept of a system and a holon (Koestler, Senge)
- Individual and organizational holons (Wilber)
- Tenets of systemic thinking approach (Senge, Wilber)
- Dynamics of groups and teams.....(Lewin)
- Developing a Learning Organization (Senge et al.)
- Method of OD analysis by quadrants..... (Wilber, Fuhs)
- Problems of quadrant-reductionism (Wilber)
- Business Model Generation (Osterwalder et al.)
- Developing Strategy Focused Organizations (Kaplan, Norton)

Module 7: OD Intervention Targets

- Process consultation (Schein)
- Large Group Interventions..... (Bunker, Alban)
- Intergroup interventions..... (Sales)
- Four-frame diagnostic approach..... (Bolman, Deal)
- Clinical organization development..... (de Vries)
- Experiencing OST process (Owen)
- Mastering OD consulting (Merron, Block)
- Mastering mentoring (EMCC)

In modules 6 and 7 we merge lines, levels, types and states into **one integrated whole**. This is where the word "integral" in ISOD reveals its full meaning. We look at the most important concepts from systems and complexity perspectives and see how they apply in the functioning of individuals (Module 6) and organizations (Module 7).

In Module 6 we focus on developing effective, systemic thinking leaders and mentors. We discuss benefits and drawbacks of "leading by example" – a concept popular in the leadership literature – and provide a complementary perspective of "**leading by design**". The goal of leaders is to ensure system-wide understanding and adherence to a set of guiding principles that ensure company's future. Overreliance on an individual leading by example can diminish company's potential and be dangerous in the long run. Thus, in this module we cover the following key areas and issues: Why are some organizations more



competitive than others? Which archetypes govern human and organizational behavior? What is the logic behind addictive patterns, reliance on symptomatic and avoidance of fundamental solutions?

In Module 7 we look at an **organization as a holon** (a system which is at the same time a part of a larger system – the marketplace, competitive environment, partner ecosystems, etc.) and learn **how OD specialists intervene in large systems**. In this context we discuss how such systems are built from the perspective of the CEO, how they are structured, how mission, values and vision are codified and how culture emerges, develops and changes. We also look at the **tension between exploration and exploitation development paths**. Observing the different approaches to strategy development organization can take, we look at **how red-queen and blue-ocean strategies influence their development**: how they benefit from their competitors, and how they innovate to make competitors irrelevant. Module helps students see the benefits of a competitive landscape in which they help organizations face and thrive on competitors' actions. It goes to the very roots of psychology: facing the challenges (and growing from them) rather than avoiding them.

Peter Senge highlighted systems thinking as the cornerstone of strategy and organization development. It is the most important of his five disciplines vital for developing a learning organizations. However, facts tell us that more than 90% of good strategies fail. Why? Due to lack of systemic thinking (Kaplan, Norton):

- ⊕ *95% of employees don't understand the strategy,*
- ⊕ *60% of organizations don't link strategy and budgeting,*
- ⊕ *70% of organizations don't link strategy and compensation,*
- ⊕ *85% of organizations spend less than an hour per month discussing strategy.*

Module 8: Integrating OD & Mentoring

- 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



Module 8 is a completely experiential workshop in which students synthesize all of the OD and mentoring knowledge and skills they have acquired.

We start with a set of exercises designed to demonstrate OD and mentoring skills, in which they work in changing pairs:

In the first iteration students work on specific diagnostic tasks concerning the analysis of structures (lines and levels), types and states.

In the second iteration they work on a task of recognizing operating paradigms and challenging them toward planned and managed change.

In the third iteration they need to apply their systemic thinking to evaluate a broader work-life context, draw causal inferences, sketch the system diagram and redesign it into a more healthy and sustainable version.

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.



Organization of modules

The School is organized into 8 two-day module units. Emphasis is on practice (70% of group work, work in triads/pairs, individual work, feedback from faculty, assistants and peers).

Between modules students are encouraged to engage in continuing practice: reading, peer supervision and individual work on self-assigned projects. Each individual determines the amount and type of practice they want to do between modules, depending on their individual life circumstances and interests. Support is provided in the form of peer mentoring and supervision from faculty and assistants.

The final module focuses on the review of skills and knowledge developed and presentation of impact the School had on each student. Individual and group feedback are provided to each student.

All 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		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	
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	

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, both during and between modules, 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)*



In retrospect, the time I spent on ISOD modules is the time that would not be worth spending anywhere else. My horizons opened and brought new perspectives and beautiful new people into my life. Everything I have been doing with organizations until now, and all the work on my own personal development, it all has new color and meaning. It's as if some puzzles fit into their places, and that is what I treasure the most out of this experience. – *Ljiljana Drenški Cvrtila (Private HR consulting and psychotherapeutic practice, 2014)*



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)*



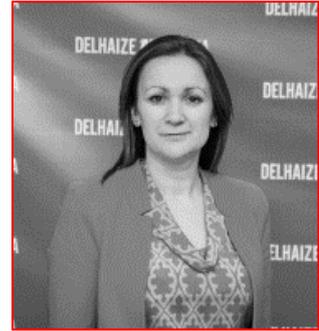
There came a point in my professional development when I asked myself: what should I work on next, what kind of education would be meaningful for me, what is it that I need in order to increase the quality and success of my work? The one thing I knew, was that I didn't want to waste time and energy in conventional business schools. ISOD was a time spent in true learning and personal development, with support and mentoring from my fellow students. Learning about humans as complex beings with multiple different lines of development, each and every one of which is important. Now I can better understand the people I lead in my organization, and overcome the challenges that come with changes I manage. – *Kristijan Jakovina (Salveo, Pharmaceutical industry, 2014)*



We first initiated our OD intervention as Delta Maxi Group, one of the largest retail chains in Southeast Europe. This OD intervention was a preparation for what eventually turned into an acquisition of Delta Maxi Group by Delhaize Group, a multinational retail chain and a 1 billion Euro merger. Today I am happy to say that with the help of our OD consultants, mentors and ultimately teachers at the ISOD School, we have successfully managed this M&A process and the ensuing cultural integration with a global company of more than 100.000 employees. OD interventions helped us maintain the dynamic pace of company and people development, with high level of employee engagement and commitment toward achieving diligently our goals. Everything I professionally and personally expected from ISOD was ultimately greatly exceeded. Today, I am not only proud of ISOD experience, I am proud to be able to call this group of people my friends." – *Sanja Jevđenić (Delhaize Group Serbia, Retail industry, 2013)*



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 module. 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)



Studying at ISOD was remarkably demanding and challenging, and yet so dynamic and inspiring that it opened up the best in me. The group was stimulating in every respect. **The most valuable thing I got from ISOD was the awareness of depth, vastness and infinite complexity that lie beneath the obvious surface of organizations and humans.** Now that I understand and see that complexity, it's easier to always be at least one step ahead of it. – Tomislav Klarić (Styria Media Group, Media industry, 2013)



Iwould describe my time at ISOD as a mental training, consisting of both mental exertion and mental relaxation. The program was diverse, dynamic and above all challenging. A group of people with very different personalities, coming from different businesses, and carrying with them great experience we selflessly share, was an extraordinary benefit. **ISOD helped me get a completely different perspective on the big picture of how people and organizations function.** I'm sure it will help me improve my work and the work of people I'm leading, developing us all in the process. Development of our organization depends on the speed of our own development. I believe that ISOD will play an important role on that road, and sincerely hope that in each of the subsequent generations there will be students from my organization. – Vladimir Kraljačić (Delhaize Group Serbia, Retail industry, 2013)



Daniela and Ivan worked with the company in which I was a Member of the Board, and as we went through the process of discovering our leadership potential and developing our leadership competencies, all of that expanded the way in which I looked at myself, at others and at the organization. It awakened within me a desire to continue exploring these insights and I believed that ISOD could help me with that. And it did. The time I spent at ISOD was full of "aha!" moments, filled with self-reflection, feedbacks, brilliant discussions and learning from others. One especially valuable thing about ISOD is that it attracts people from all kinds of organizations, positions and countries. If I should sum-up the most important thing I took with me from ISOD, it would be an inner compass that helps me successfully navigate the complex world of organizations. – Sanda Lončar (Styria Media Group, Media industry, 2014)



A while ago when I was at a social gathering, somebody asked me what motivated me to join ISOD. I was confused for a moment, and the best response I could come up with was: 'Actually, I'm not sure... I suppose it was just meant to be'. The idea of attending a school about leadership and OD never even crossed my mind. During my nine years of publishing *qLife*, a journal in leadership and OD, I got a chance to listen to all of the different theories and concepts. Another one? No, thank you! And yet, as the wise man once said: "Whatever is destined to happen will happen, do what you may to prevent it", I found myself in first generation. Looking back, I can only thank the providence that brought me to people from which I have learned so many new things, who helped me improve my business and with which I joyfully continue to share my life's journey. What more could one desire? – *Marko Lučić (qLife, Publishing industry, 2013)*



My main motivation for joining ISOD was a desire to develop personally, understand the concept of OD and learn from the masters of OD with which I previously collaborated on a project in Podravka. When they were developing our sales, I saw that these are the people from which I want to absorb knowledge and experiences for my future growth. ISOD was completely different from any of the educations I had ever attended and, working in HR, I attend and supervise a lot of educations. In ISOD, I learned through personal experience and sharing with other students who stretched, incited and inspired me, and the knowledge we got covered both individual and organizational development. **ISOD opens one level of complexity after the other, constantly expanding the horizon.** It has a great way of integrating group dynamics with delivery of knowledge, achieving a very high level of openness to learning and individual differences. All of that resulted in a lot of beautiful memories. – *Anamarija Minarski (Podravka, Food industry, 2013)*



As a pharmaceutical company, we were used to developing our knowledge, skills and understanding of the market. For me as a leader, the big question was: 'How do I motivate my people to work on their personalities, self-understanding, and to critically reflect on their work and themselves?' That was the OD challenge that brought me to ISOD. **My ISOD experience was dynamic and demanding, but at the same time deeply transforming.** In this year of study, I was able to see how exactly I influence my organization's development as a leader, and witness my work grow from activities and goals to a very balanced way of living. – *Mirna Radošević, M.Sc. (Salveo, Pharmaceutical industry, 2013)*



I was intrigued by the idea of being at the forefront of the emerging integral approach to development of business in Europe. Interdisciplinary studies and holistic approaches always appealed to me, and that comes to full expression at ISOD. No, the modules were not 'perfect'. Many of the rules of business training were bluntly broken. There were times I had no clue to why we're doing something, and in the way we're doing it. But soon afterwards it would all fit nicely into place. ISOD is constantly evolving, and that's an experience I would love to go through again. Mentoring exercises helped me face my challenges and **become a powerful tool for organization development.** My clients notice and appreciate that. I'm able to quickly gain insight into the reality of an organization, provide more complete diagnostics, explain the causes of problems they are facing and suggest more encompassing suggestions for development. From business trainer and coach I became a partner in integral development of my clients." – *Alan Ramić, M.Sc. (Aurantium, Professional services industry, 2013)*



I'm a mother of three children and an owner and general manager of a financial auditing company. Finding two days to go off into a 'different world' where I am just me, operating 24 hours a day being *only* me, without any additional roles, was a challenge. It was even more challenging to find and face in this 'different world' some parts of me I would rather sweep under the rug. But, surrounded with dedicated peers and directed by teachers, I managed to integrate all of my insights and quickly move forward. Practical work in small groups is immeasurably valuable and as much as those 2 days we spent together on the module were demanding, I



couldn't wait to see those people again and take something new to my everyday life and work. Already at the very first module I got a **priceless tool, a map which helps me orient in my personal and business journey**. Each module then added more markings to that map. I know that this map can never contain all of the ups and downs waiting for me in my life, but now, even when I'm in a new, unfamiliar territory, with all the markings on the map and with the awareness of the signs around me, I can tell if I'm going in the right direction and whether everything is normal. – *Branka Topolovec (BD Savjetovanje)*

Somewhere in the middle of my executive coaching I got the chance to further develop through ISOD. I was interested to find out how organizations change and develop, how we develop personally and professionally, how I could integrate past experience with newly acquired knowledge and start applying all that in everyday work. From this aspect, my time at ISOD was interesting and challenging. The fantastic way the group was formed made all the challenges in front of us easier. We got a ton of content in an easy, light-hearted way, through a relaxed communication with faculty members, demonstrations and mentoring. The literature we got and communication with mentors provoked further curiosity within me. It's important for me to emphasize this: you're at ISOD even when you're not at ISOD. I take with me from ISOD the ability to look at the world in a **broader, more integrated way**. Ability to look at the organization, environment and myself through a new lens and to anticipate the emerging future. I now have confidence in all the ways in which organizational development and personal development coexist and supplement each other. This opportunity to learn new methods of developing myself and others was simply precious. – *Marija Vičić (I&F McCANN Grupa, Advertising 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 Organization Development and Mentoring. In accordance with their individual preferences and ambitions, graduates may continue their education within ISOD at the Advanced Level, get accredited with EMCC at a Master Level, or pursue a PhD Level study at a number of Universities (inquire with faculty for details).

School staff

- Board of Directors: Darko Cesar (President), Ivan Miljan (Member), Daniela Miljan (Member)
- Faculty: Ivan Miljan, Daniela Miljan, Ljiljana Drenški Cvrtila, Alan Ramič, Mihajlo Pažanin

Enrolment and tuition

- 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 4.650 EUR + VAT, and includes costs of enrollment, faculty staff, work spaces and all the materials. Tuition does not include student transportation, accommodation and meals.

Dates

- Generation 6, with the first module will start on 9th – 11th November 2017. Dates for the rest of the modules are: (7-9.12), (25-27.1.2018), (8-10.3.), (12-14.4.), (17-19.5.), (21-23.6.), (6-8.9.)

Contacts

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

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Locations

Austria: Vienna, Graz. (Exact location to be determined)