**Lyle Yorks**

*Adult Learning and Leadership Program*

*Department of Organization & Leadership*  **Phone:** (212) 678-3820

Box 50 **Fax:** (212) 678-3957

Teachers College, Columbia University  **E-mail:** ly84@Columbia.edu

525 West 120th Street

New York, New York 10027

**EDUCATION:**

***Doctor of Education. Columbia University, New York, N.Y. May 1995***

Adult and Continuing Education, Focus on workforce development and organizational learning,

collaborative and action inquiry.

***Dissertation title:*** Understanding how learning is experienced through collaborative inquiry.

***Masters of Arts. Columbia University, New York, N.Y. May 1993***

Adult and Continuing Education, Focus on workforce development and organizational learning

***Master of Arts. Vanderbilt University, Nashville, TN. May 1972***

Sociology—Focus on complex organizations, social change

***Thesis Title:*** Race, social drinking, and alcoholism in urban working class neighborhoods : A review of the literature and some empirical distinctions

***Bachelor of Arts. Tusculum College, Greeneville, TN. June 1968***

Major: Sociology, Minor: Psychology

**PROFESSIONAL EXPERIENCE:**

***Present Position***

**January 2000 -  *Teachers College, Columbia University, New York, N.Y.***

**to Present *Department of Organization & Leadership***

 ***Adult Learning and Leadership Program***

* Appointed Associate Professor, January 2000.
* Director, Adult Education Guided Intensive Study (AEGIS)

 Doctoral program, January, 2000 to present.

* Awarded tenure, Spring 2006
* Promoted to Professor, Spring 2015
* Teaching courses in adult learning pro-seminar, strategy

 development and strategic thinking, human resource development

 and research methods.

* Outstanding Teaching Award, 2003, 2004, 2005.

***Current Research Projects***

* Researching the strategic repositioning of Human Resources in corporations in collaboration with The Conference Board.
* Comparative study of project based learning, central actors and reflection triangulating actor-network and critical reflection perspectives with Dr. Victoria Marsick, Teachers College, Columbia U. and Rob

Poell, Tilburg University, Netherlands.

**Major Research Projects while at Teachers College, Columbia University**

**2012-2013** Researching the emerging role of Chief Talent Officers in

 collaboration with Dr. Amy Abel of the Conference Board. This

 became the basis for an executive report and a series of Webinars

 sponsored by The Conference Board.

**2011 to 2012** In collaboration with Professor Arthur Langer, a study of

a set of Chief Information Officers in a diverse group of

corporations, with the focus on how they have positioned themselves and have made the transition for positioning technology from a support function to being an effective strategic driver.

**2009 to Present** Researching the impact of specific applications of action learning

strategic learning practices on fostering more complex mindsets and ability to function under conditions of complexity and ambiguity.

**2003 to 2007** Collaborative inquiry as a vehicle for fostering learning and leadership development in community organizing. Leadership for a Changing World Program, funded by the Ford Foundation and the Advocacy Institute grants administered through the Wagner School, NYU. Provided financial support for two TC doctoral students in Adult

 Learning. This project was the basis for the dissertation of one of the

 students. Both students published papers from the project.

**2000 to 2007** Co-researcher with Professor Schon Beechler on learning transfer and return on investment from Columbia Senior Executive Program, Executive Education, Columbia University School of Business, NY. An Adult Learning doctoral student worked on the project as a paid interviewer and research assistant. This project was the basis for the student’s dissertation and publications.

**2000 to 2007** Participatory action research based study on reducing workplace stress and aggression to enhance individual and organizational

 performance. The study involved ten sites in the U.S. Veterans Administration. The research was funded through a National Science Foundation grant administered through The Center for Human Resource Management Studies, Fairleigh Dickinson University. Provided financial support for a TC doctoral student in Adult Learning working on a dissertation related to the project.

**2000 to 2001** Assessment of learning and learning transfer from action learning

 programs, comparative analysis involving four major corporations.

***Previous Positions***

**January 1978** ***Eastern Connecticut State University*, *Willimantic CT.***

**to Dec. 1999**

* Appointed Associate Professor of Management, 1978; tenured 1983, promoted to Professor of Management, 1985.
* Chair, Department of Business Administration, 1995-1999.
* Led the design of and Coordinated an innovative M.A. program in Organization Management, 1993-1999.
* Participated in the establishment of the Business Administration major,

 including developing courses in organizational behavior, organization theory, and human resource management.

* Outstanding faculty award, 1997.
* Eastern Foundation Award for Scholarship, 1985.
* President’s Award for Scholarship, 1980.

**October, 1972** ***Drake Beam Morin, Inc. (Initially Drake Beam & Associates) New York,***

 ***N.Y.***

**to Jan. 1978**

* Appointed Senior Associate October, 1972;
* Promoted to Vice President May, 1974;
* Promoted to Senior Vice President April, 1975 as business grew rapidly. Firm was sold to Harcourt Brace Jovanovich in 1975.
* Responsibilities included practice and staff development for the firm's

organization development, and training and development practices & provided consulting services in job design, performance management, and executive development to clients in diverse industries world-wide.

* Left firm to join faculty of Eastern Connecticut State University. Retained title of Senior Vice President and Consultant to the Firm until 1983, continuing selective consulting projects and participating in strategy related discussions with senior management of the firm. Continued as a consultant to the firm until 1988.

**January, 1971** ***Analyst, Corporate Systems & Methods Department, Travelers Insurance***

**to Oct. 1972 *Companies, Hartford, CT***

* Participated in the Travelers key punch job enrichment experiment and other organization development efforts.

# ADDITIONAL PROFESSIONAL EXPERIENCE:

# Fall 2016 *Distinguished Principal Research Fellow, The Conference Board*

**to Present**

# 2016 to *Faculty, Certificate of Advanced Digital Education & Engaged Learning Seminar,*

**Present**  *Center for Technology Management, Columbia University. Conducted for U.S.*

#  *Air Force*

# 2011 to  *Lecturer, Executive Master of Science Program, Technology Management,*

**Present** *School of Professional Studies, Columbia University*

**2011** *External Evaluation and Discussant, Ph.D. Defense, ESADE Business School,*

 *Universitat Ramon Llull, Barcelona, Spain.*

# 2010 *External Evaluation and Discussant, Ph.D. Defense, Norwegian Institute of*

 *Science and Technology. Norway.*

# 2008 *Visiting faculty, New Business School, Amsterdam, Netherlands*

**2007 to** *Co-facilitator of curriculum development workshops, beginning of fall term,*

**2010** *ESADE Business School. Barcelona, Spain*.

# June 1985 *Program faculty, Senior Executive Program & custom programs, Louisiana State*

# to 2009 *University Baton Rouge, LA.*

**1995-1999** *Visiting faculty, Executive MBA Program, University of Tennessee, Knoxville, TN.*

**1989-1999** *Principal and Consultant to the Firm, Marshall Qualtec. Scottsdale, AZ.*

*Consulting firm focusing on strategic restructuring, Firm was sold in 2000.*

**1985-1999** *Program faculty, Executive Development Program,*

 *Management Development Program, & various custom programs, University of*

 *Tennessee, Knoxville.*

**1981-1982** *Visiting Faculty Fellow, School of Organization and Management, Yale University, New Haven, CT. June 1982 to May 1983.*

**1973-1981** *Guest Lecturer, Air Command and Staff College, Base Commanders School, and*

 *Base Personnel Management School. Air University, Maxwell Air Force Base,*

 *Ala., Recipient of the Air University Award and Air Command and Staff College*

 *Award.*

**PUBLICATIONS:**

***Books and Edited Issues of Journals***

Langer, A.M. & Yorks, L. (2018). *Strategic information technology: Best practices to drive*

 *Digital transformation. Second Edition.* Hoboken, N.J.: Wiley.

Langer, A. M. & Yorks, L. (2013). *Strategic IT: Best practices for managers and executives.*

 Hoboken, N.J.: Wiley.

Hayes, S. & Yorks, L. (Eds.). (2007). *Arts and societal learning: Transforming communities*

 *socially, politically, and culturally. New Directions for Adult and Continuing Education.*

San Francisco: Jossey-Bass. Specific chapters are listed below under articles and chapters.

Yorks, L. (2005). *Strategic human resource development in organizations*. Mason, Ohio: South-

 Western College Publishing.

Yorks, L. (Ed.). (2003). *Cross-cultural dimensions of team learning. Advances in Developing*

*Human Resources series, 5*(1). Sponsored by the Academy of Human Resource Development, Sage Publications. Specific chapters are listed below under articles and chapters.

Yorks, L. & Kasl, E. (Eds.). (2002). *Collaborative inquiry as a strategy for adult learning. New*

 *Directions for Adults and Continuing Education, 94.* San Francisco, CA: Jossey-

 Bass. Specific chapters are listed below under articles and chapters

Bray, J., Lee, J., Smith, L. & Yorks, L. (2000). *Collaborative inquiry in practice*. *Reflection,*

 *action, and making meaning.* Thousand Oaks, CA: Sage.

Yorks, L., O’Neil, J., & Marsick, V.J. (Eds.). (1999). *Action learning: Effective strategies for*

 *individual, team, and organizational development. Advances in Developing Human*

 *Resources series, 1*(2). Sponsored by the Academy of Human Resource Development,

 Berrett-Koehler Publishers. Specific chapters are listed below under articles and chapters.

Bounds, G., Yorks, L., Adams, M. & Ranney, G. (1994). *Beyond total quality management:*

 *Toward the emerging paradigm*. New York: McGraw-Hill. International edition

published 1994. Portuguese edition published by Makron Book Editora Ltda., Brazil.

Morin, W.J. & Yorks, L. (1992) *Dismissal*. Harvest/HBJ Paperback edition.

Morin, W.J. & Yorks, L. (1990). *Dismissal*. New York: Harcourt Brace Jovanovich.

Yorks, L. & Whitsett, D.A. (1989). *Scenarios of change. Advocacy and the diffusion of job*

 *redesign in organizations*. New York: Pager.

Whitsett, D.A. & Yorks, L. (1983). *From management theory to business sense: The myths and*

 *realities of people at work.* New York: AMACOM.

Morin, W.J. & Yorks, L. (1982). *Outplacement techniques*. New York: AMACOM & PEM.

Yorks, L. (1979). *Job enrichment revisited*. New York: AMACOM, Management Briefing Series.

Yorks, L. (1979). *Effective communication in real estate management*. Chicago, IL: Realtors

 National Marketing Institute.

Yorks, L. (1976). *A radical approach to job enrichment*. New York: AMACOM (Selection of the

 Macmillan Executive Book Club).

# *Refereed Articles, Chapters, and Proceedings*

# Boomaars, C., Yorks, L. & Shetty, R. (2018). Employee learning motives, perceived learning

 opportunities, and employability activities. *Journal of Workplace Learning, 30*(5), 335-

 350.

Poell, R., Bang, A., Justice, S., Lundgren, H., Marsick, V., Rovira, A.S. Sung, S.Y. &

 Yorks, L. (2018). How do employees’ individual learning paths differ across

 occupations?: A review of 10 years of empirical learning-network theory

 research. *Journal of Workplace Learning, 30*(5), 315-334.

# Lundgren, H., Bang, A., Justice, S.B., Marsick, V.J., Poell, R.F., Yorks, L., Clark, M. &

#  Sung, S.Y. (2017). Conceptualizing reflection in experience-based workplace learning.

 *Human Resource Development International, 20*(4), 305-326.

# Kasl, E. & Yorks, L. (2016). Do I know you? Do you really know me? And, how important is it

#  that we do? Relationship and empathy in differing learning contexts. *Adult Education*

#  *Quarterly*, *66*(1), 3-20.

# Voronov, M. & Yorks, L. (2015) “Did you notice that?” Theorizing how people recognize

 (or not) institutional contradictions. *Academy of Management Review, 40*(4), 563-586

# Kokkos, A., Kasl, E., Markos, L., Marsick, V.J., Sheared, V., Taylor, E.W., & Yorks, L.

#  (2015). Celebrating 40 years of transformative learning.  *Journal of Transformative*

 *Education, 13*(4), 290-315.

# Glisson, L., McConnell, S., Palit, M., Schneiderman, J., Wiseman, C., & Yorks, L. (2014)

#  Looking in the mirror of inquiry: Knowledge in our students and in ourselves. *Teaching*

#  *and Learning Inquiry, 2*(1), 7-20.

Kasl E. & Yorks, L. (2014). Do I really know you? Do you really know me? And, how

important is it that we do? Relationship and empathy in differing learning

contexts. *Adult Education Research Conference Proceedings.*  Penn State

 University, Harrisburg. June 4-7.

Yorks, L. & Nicolaides, A. (2013). Toward an integral approach for evolving mindsets for

generative learning and timely action in the mist of ambiguity. *Teachers College Record, 115*(8), 1-26*.*

Yorks, L. (2013). Ulilising action learning for fostering developmental capacity:

 An application in the graduate school setting. *International Journal Human Resource*

 *Development and Management, 13,* 4-22.

Beechler, S., Ciporen, R., Yorks, L. (2013) Parallel Journeys in creating learning communities

 in executive education: Making the transformation from teaching to learning while

 transitioning from informal learning to an action inquiry/action research process.

 *Action Research Journal, 11,* 253-278. *.*

# Voronov, M. & Yorks, L. (2013). “Did you notice that?” Theorizing how people recognize

 (or not) the need for change. *Best Paper Proceedings. Academy of Management*

 *Annual Meeting,* August, 9-13. Lake Buena Vista, Orlando, Fla.

Wang, M. & Yorks, L. (2012). Behind the resume: A holistic approach to deepen self-

 awareness. *Journal of Transformative Education, 10*(3), 157-176.

Yorks, L. & Nicolaides, A. (2012). A conceptual model for developing mindsets for strategic

 insight under conditions of complexity and high uncertainty. *Human Resource*

 *Development Review, 11,* 182-202.

Nakamoura, Y. T. & Yorks, L. (2011). The role of reflective practices in building social

 capital in organizations: Implications for HRD research and practice. *Human Resource*

 *Development Review, 10,* 222-245*.* *(Received the Elwood Holton III Research Excellence*

 *Award, 2011, for the Outstanding Article 2011 in Human Resource Development Review)*

Kasl, E. & Yorks, L. (2010). Whose inquiry is this anyway? Money, power, reports

 and collaborative inquiry. *Adult Education Quarterly, 60*(4), 315-338.

Poell, R. F., Yorks, L. & Marsick, V. J. (2009). Organizing project-based learning in work

 contexts: A cross-cultural cross analysis of data. *Adult Education Quarterly, 60*(1), 77-93.

Poell, R. F., Yorks, L. & Marsick, V. J. (2008). Organizing project-based learning in work contexts:

 A cross-cultural cross analysis of data. *Best Paper Proceedings, Academy of Management*

 *Annual Meeting.* August, 8-13. Anaheim, CA.

Nicolaides, A. & Yorks, L. (2008). An epistemology of learning through. Emergence: Complexity

 and Organization (E:CO), 10(1), 50-61.

Yorks, L., Beechler, S., & Ciporen, R. (2007). Enhancing the impact of an open enrollment

 executive program through assessment. *Academy of Management Learning and Education,*

 *6,* 310-320.

Yorks, L., Neuman, J. H., Kowalski, D., & Kowalski, R. (2007). Lessons learned from a 5-year

 project within the Department of Veterans Affairs: Applying theories of interpersonal

 aggression and organizational justice to the development and maintenance of collaborative

 social space. *Journal of Applied Behavioral Science,43,* 352-372.

Yorks, L. & Nicolaides, A. (2007). The role conundrums of Co-Inquiry Action Research: Lessons

 from the field. *Systemic Practice and Action Research, 20,* 105-116.

Eussen, T., Veldhoen, S., Poell, R. F., Marsick, V.J. & Yorks, L. (2007). The relations between

 central actors and level of reflection in action-learning programs: Dutch and U.S. data and

 theory compared. *Proceedings,* Eighth International Conference on HRD Research and

 Practice across Europe, Oxford Brookes University, U.K. June, 27-29.

Yorks, L. & Kasl, E. (2006). I know more than I can say: A taxonomy for using expressive ways of

 knowing to foster transformative learning*. Journal of Transformative Education, 4,* (1), 1-

 22.

Yorks, L. (2005). Adult learning and the generation of new knowledge and meaning:

Creating liberating spaces for fostering adult learning through practitioner based collaborative action inquiry. *Teachers College Record, 107*, 1217-1244.

Poell, R. F., Yorks, L., & Marsick, V. J. (2005). Conducting action-learning

 research from a cross-cultural multi-theory perspective: Theory and data from the US

 and the Netherlands compared. *Academy of Human Resource Development Proceedings*.

Voronov, M. & Yorks, L. (2005). Taking power seriously in strategic organizational

 learning. *The Learning Organization, 12*, 9-25.

Yorks, L. (2004). Toward a political economy model for comparative analysis of the

 role of strategic human resource development leadership. *Human Resource Development*

 *Review, 3*, 189-208. (Outstanding Article Award, HRDR, Academy of Human

 Resource Development).

Kowalski, R., Harmon, J., Yorks, L., Kowalski, D. (2003). Reducing workplace stress and

 Aggression: An action research project at the U. S. Department of Veterans Affairs.

 *Human Resource Planning, 26*(2), 39-52.

Yorks, L., Marsick, V. J., Kasl, E., Dechant, K. (2003). Contextualizing team learning:

 Implications for research and practice. In L. Yorks (Ed.), *Cross-cultural dimensions of team*

 *learning. Advances in Developing Human Resources series, (pp. 103-117), 5(*1). Sponsored

 by the Academy of Human Resource Development, Sage Publications.

Yorks, L. & Sauquet, A. (2003). Team learning and national culture: Framing the issues. In

 L. Yorks (Ed.), *Cross-cultural dimensions of team learning. Advances in Developing*

*Human Resources series, (pp. 7-25), 5*(1). Sponsored by the Academy of Human Resource Development, Sage Publications.

Yorks, L. & Kasl, E. (2002). Toward a theory and practice for whole-person learning:

 Reconceptualizing experience and the role of affect. *Adult Education Quarterly, 52* ,

 176-192. (Reprinted in Danish, in K. Illeris & S. Berri (Eds.). *Texts on adult learning*.

 Copenhagen, Denmark: Roskilde University Press.)

Kasl, E. & Yorks, L. (2002). An extended epistemology for transformative learning theory and its

 application through collaborative inquiry. *Teachers College Record on Line*,

 [www.tcrecord.org](http://www.tcrecord.org), Content ID 10878.

Short, D. & Yorks, L. (2002). Analyzing training from an emotions perspective. In J. Callahan

 (Ed.), *Framing emotion research in organizational contexts: Perspectives of emotion and*

 *Issues of organizational change. Advances in Developing Human Resources,(pp.80-96),*

4(1). Academy of Human Resource Development, Sage Publications.

Yorks, L. & Sharoff, L. (2001). An extended epistemology for fostering transformative learning in

 holistic nursing education and practice. *Holistic Nursing Practice, 16,* 21-29.

Yorks, L., O’Neil, J., & Marsick, V.J. (1999). Action learning: Theoretical bases and varieties of

 practice. In L. Yorks, J. O’Neil, & V.J. Marsick (Eds.). *Action learning: Effective strategies*

 *for individual, team, and organizational development. Advances in Developing Human*

 *Resources series, 1*(2). Sponsored by the Academy of Human Resource Development:

 Berrett-Koehler Publishers.

Yorks, L., Marsick, V.J. & O’Neil, J. (1999). Lessons for implementing action learning.

 L. Yorks, J. O’Neil, & V.J. Marsick (Eds.). *Action learning: Effective strategies for*

 *individual, team, and organizational development. Advances in Developing Human*

 *Resources series, 1*(2). Sponsored by the Academy of Human Resource Development:

 Berrett-Koehler Publishers.

Yorks, L., Lamm, S. & O’Neil, J. (1999). Transfer of learning from action learning to the

 organization. In L. Yorks, J. O’Neil, & V.J. Marsick (Eds), *Action learning: Effective*

 *strategies for individual, team, and organizational development. Advances in Developing*

 *Human Resources series, 1*(2). Sponsored by the Academy of Human Resource

 Development, Berrett-Koehler Publishers.

Yorks, L., O'Neil, J., Marsick, V.J., Lamm, S., Kolodny, R., & Nilson, G. (1998). Transfer of

 learning from an action reflection learning program. *Performance Improvement Quarterly.*

 *11*(1) 59-73.

Yorks, L., O'Neil, J., Marsick, V., Nilson, G., & Kolodny, R. (1996). Boundary management in

 action reflection learning: Taking the role of a sophisticated barbarian. *Human Resource*

 *Development Quarterly, 7*, 313-329.

Marshall, R.B., & Yorks, L. (1994). Planning for a restructured, revitalized organization. *Sloan*

 *Management Review, 35*(4), 81-91.

Yorks, L. & Whitsett, D.A. (1985). Hawthorne, Topeka, and the issue of science versus advocacy in

 organizational behavior. *The Academy of Management Review, 10*(1), 21-30.

Whitsett, D.A. & Yorks, L. (1983). Looking back at Topeka: General Foods and the quality-of-

 work life experiment. *California Management Review, 25*(4), 93-109. (Reprinted in John

 B. Miner, *The practice of management*, Columbus, OH: Charles E. Merrill Publishing

 Company, 1985.)

# *Non-refereed Articles and Chapters Reviewed by Academic Editors.*

Nicolaides, A., McCallum, D. & Yorks, L. (2016). Hijinks and shenanigans: Catching our ego’s

                in action. In Gunnlaugson, O, & Brabant, M. (Ed.) *Cohering the Integral WE Space:*

*Engaging Collective Emergence, Wisdom and Healing in Groups*. San Francisco:

 Integral Publishing House.

Yorks. L. (2015). Teaching co-operative inquiry. H. Bradbury (Ed.). *Sage Handbook of*

 *Action Research, (3rd ed.), (pp. 256-264).* Thousand Oaks, CA: Sage.

Yorks, L. & Barto, J. (2015). Workplace, organizational, and Societal: Three domains

 of learning for twenty-first century cities. In L. Scott (Ed.). *Learning cities for*

 *adult learners. New Directions for Adult and Continuing Education. 145, pp. 35-*

 44.

Yorks, L. (2014). Developing strategic mindsets in HRD practice: Toward an integral

 epistemology of practice*.* In N. E. Chalofsky, T.S. Rocco, & M. L. Morris (Eds.),

 *Handbook of Human Resource Development*, *(pp. 590-604.).* Hoboken, NJ: Wiley.

Yorks, L. (2014). Teaching action researchers. *Sage Encyclopedia of Action Research,*

*(pp. 764-767),* Thousand Oaks, CA: Sage

Marsick, V. J., Weaver, D. E. & Yorks, L. (2014). Learning through reflection on experience:

 An adult learning framework for how to handle conflict. In P.T. Coleman, M. Deutsch, &

 E. C. Marcus (Eds.). *Handbook of conflict resolution: Theory and practice (3rd ed.), (pp.*

 *558-577)*. San Francisco: Jossey-Bass.

Yorks, L. & Barto, J. (2013). Invited reaction: The strategic value of HRD in lean strategy

 implementation. *Human Resource Development Quarterly, 24,* 29-33.

Yorks, L. & Scott, L. (2013).Lifelong tools for the learner, educator, and worker. In V. C.

 X. Wang (Ed*.), Handbook of research on technologies for improving the 21st century*

  *workforce: Tools for Lifelong learning(pp. 42-55)*. Hershey, PA: IGI Global.

# Kasl, E. & Yorks, L. (2012). How presentational knowing fosters transformative learning and

#  change. In E. Taylor & P. Cranton (Eds.). *Handbook of transformative learning:*

#  *Theory, research, and practice, (pp. 503-519).* San Francisco: Jossey-Bass.

Poell, R F., Marsick, V. J., & Yorks, L. (2010). The relationship between central

 actors and level of reflection in project-based learning: Dutch and U.S. data and theory

 compared. In M. Van Woerkom & R.F. Poell, (Eds.), *Workplace learning: Concepts,*

 *measurement, and Application (pp. 148-166).* London, U.K.: Routledge.

Alcántara, L. Hayes, S. & Yorks, L. (2009). Cooperative inquiry in action:

 Transformative learning through co-inquiry. J. Mezirow & E. W. Taylor and associates.

 *Transformative learning in practice: Insights from community, workplace and higher*

 *education, (pp. 251-261)*. San Francisco: Jossey Bass.

Beechler, S., Yorks, L. & Cipoen, R. (2008). Developing learning communities in

 executive education: A case study of a global senior executive program. In

 C. Wankel & R. DeFillippi (Eds.), *University and corporate innovations in*

 *lifetime learning, (pp. 33-57)*. The research in management education and development

 series, Vol. 6. Greenwich, CT: Information Age Publishing.

Yorks, L., Aprill, A., James, L., Rees, A. M., Hofmann-Pinilla, & Ospina, S. (2006).

 The tapestry of leadership: Lessons from six cooperative inquiry groups of

 social justice leaders. In P. Reason & H. Bradbury (Eds.), *Handbook of action research:*

 *Participatory inquiry and practice, (2nd ed.), (pp. 487-497).* Thousand Oaks,CA: Sage.

Kowalski, R., Yorks, L. & Jelinek, M. (2006). The workplace stress and aggression

 project: Ways of knowing—our rosetta stone for practice. In P. Reason & H. Bradbury

 (Eds.), *Handbook of action research: Participatory inquiry and practice, (2nd ed.), (pp.*

 *497-509).* Thousand Oaks,CA: Sage.

Hayes, S. & Yorks, L. (2007). Lessons from the lessons learned: Arts change the world when…

 In S. Hayes & L. Yorks, (Eds.), *Arts and societal learning: Transforming communities*

 *socially, politically, and culturally (pp. 89-98). New Directions for Adult and Continuing*

 *Education.* San Francisco: Jossey-Bass.

Nicolaides A. & Yorks, L. (2007). An epistemology of learning through life. K. A. Richardson &

 P. Cilliers (Eds.), *Explorations in complexity thinking: Pre-Proceedings of the 3rd*

 *International Workshop on Complexity and Philosophy, (pp. 223-235).* Mansfield, MA:

 ISCE Publishing.

Yorks, L. (2006). Invited comments pp. 65-66, for J. A. Raelin & J. D. Raelin Developmental

 action learning: Toward collaborative change. *Action Learning: Research and Practice,*

 *3*(1), pp. 45-67.

Marsick, V. J., Sauquet, A. & Yorks, L. (2006). Learning through reflection. In M. Deutsch,

 P.T. Coleman & E. C. Marcus (Eds.) *Handbook of conflict resolution: Theory and*

 *practice (2nd.ed.), (pp. 486-506)*. San Francisco: Jossey-Bass.

Yorks, L. (2005). Action learning as a vehicle for management development and

 organizational learning: Empirical patterns from practice and theoretical implications.

 In C. Wankel & R. DeFillipi (Eds.). *Educating managers through real world projects, (pp.*

 *183- 211)*. The research in management education and development series, Vol. 4.

 Greenwich, CT: Information Age Publishing.

Yorks, L. (2005). Action research. In R.A. Swanson & E. Holton, (Eds.), *Research in*

 *organizations:* *Foundational principles, processes, and methods of inquiry, (pp. 375-398).*

 San Francisco, CA: Berrett-Koehler.

Davis- Manigaulte, J., Yorks, L., & Kasl, E. (2005). Presentational knowing and

 transformative learning. In E. W. Taylor (Ed), *Fostering transformative learning in the*

 *classroom: Challenges and innovations. New Directions for Adult and Continuing*

 *Education, (pp. 27-35).* San Francisco, CA: Jossey-Bass.

Yorks, L. (2003). Beyond the classroom: Transfer from work-based learning initiatives. In E.

 Holton & T. Baldwin, (Eds.). *Improving learning transfer in organizations, (pp. 138-160).*

 San Francisco: Jossey-Bass.

Yorks, L. & Kasl, E. (2002). Learning from the inquiries: Lessons for using collaborative

inquiry as an adult learning strategy. In L. Yorks, & E. Kasl, (Eds.), *Collaborative inquiry as a strategy for adult learning. New Directions for Adult and Continuing Education, 94,* 93-104. San Francisco, CA: Jossey-Bass.

Kasl, E. & Yorks, (2002). Collaborative inquiry for adult learning. In L. Yorks, & E. Kasl, (Eds.),

 *Collaborative inquiry as a strategy for adult learning. New Directions for Adult and*

 *Continuing Education, 94*, 3-11. San Francisco, CA: Jossey-Bass.

Yorks, L. & Marsick, V.J. (2000). Transformative learning in organizations. In J. Mezirow (Ed.),

 *Learning as transformation: Critical perspectives on a theory in progress, (pp. 253-281)*.

 San Francisco, CA: Jossey-Bass.

Yorks, L., O'Neil, J., Marsick, V. (2000). Action reflection learning™ and critical reflection

 approaches. In Y. Boshyk (Ed.). *Action learning worldwide: Experiences of leadership*

 *and organizational development, (pp. 19-29).* Hampshire, U.K: Palgrave Publishers.

Yorks, L. (1998). Applying human resource technologies in support of strategically driven

 transformational change at Thermo King. In E. Mone & M. London (Eds.), *H.R. to the*

 *rescue: Case studies of HR solutions to business challenges, (pp. 42-67).* Houston, TX:

Gulf Publishing.

O'Neil, J., Marsick, V., Yorks, L., Nilson, G. & Kolodny, R. (1997). Life on the Seesaw: Action

 learning at Grace Coccoa. In M. Pedler (Ed.) *Action learning in Practice, (3rd ed), (pp.*

 *339-346).* Aldershot, Hampshire, England.: Gower.

Dennis, C., Cederholm, L., & Yorks, L. (1996). Learning your way to a global organization. In

 K.E. Watkins & V.J. Marsick,(Eds.) *In action: The learning organization, (pp. 165-177)*

 Alexandria, VA.: American Society for Training and Development.

Marshall, R.B., Pitera, J., Yorks, L., & DeBerry, S.T. (1994). Using ego energy in an electric utility.

 In R. Kilmann, I Kilmann (Eds.). *Managing ego energy: The transformation of*

 *personal meaning into organizational success, (pp. 255-283)*. San Francisco: Jossey Bass.

Group for Collaborative Inquiry and thINQ.[[1]](#footnote-1) (1994). Collaborative inquiry for the public arena. In

 Brooks, A. & Watkins, K. (Eds.) *The emerging power of action inquiry technologies, New*

 *Directions for Adult and Continuing Education, 63,* 57-67. San Francisco: Jossey-Bass.

Yorks, L. & Bounds, G. (1991). Managerial leadership and cultural transformation, in M. Stahl &

 G. Bounds, (Eds.). *Competing globally through customer value: The management*

 *of strategic suprasystems, (pp. 340-361).* Westport, Ct: Quorum Books.

Yorks, L. (1989). Organizational transformation in total systems quality. *Survey of Business, 25*(1),

 51-56.

Yorks, L. (1974). Nader's raiders and the regulatory process: Some observations and comments.

 *Atlanta Economic Review, 24*(6), 28-34.

***Additional Professional Publications***

Yorks, L., Abel, A.L, & Devine, M. with Bang, A. & Nair, S. (2017). What’s next for 21st

 century HR? Continuous strategic transformation. *The Conference Board,* New York:

 December.

Tomozumi, Y., Barto, J. & Yorks, L. (2014). Building social capital for leaders: The importance

of trusting and diverse networks. *Developing Leaders Quarterly, Issue 17,* 40-47.

London, UK: IED.

Yorks, L. & Able, A. (2013) Strategic talent management: Where we need to go*. Executive*

 *Report, The Conference Board,* New York: September.

Yorks, L. (2008). Editorial: What we know, what we don’t know, what we need to know—

 Integrative literature reviews are research*. Human Resource Development Review, 7,*

 139-141.

Bustamante, D., Flaccavento, A., Ludwig, S., Rasario, J., Toscano, I., Traveno, M., Walker, I.,

 White, L.D., Hayes, S., & Yorks, L. (2008). *How can we integrate human rights, social*

 *justice, and ecological sustainability?* A publication of the Leadership for a Changing

World Program, Research and Documentation Component, Research Center for Leadership in Action, Robert F. Wagner Graduate School of Public Service, New York University.

Observations from a cooperative inquiry.

Yorks, L. (2007). Book review: Bringing transformative learning to life, by Kathleen P. King.

 Malabar, FL: Krieger Publishing, 2005. *Adult Education Quarterly, 57,* 182-184.

Aprill, A., Holliday, E., Jeffers, F., Miyamoto, N., Scher, A., Spatz, D. Townsell, R., Yeh, L.,

 Yorks, L., Hayes. S. (2007). *Can the arts change the world? The transformative power*

 *of the arts in fostering and sustaining social change: A Leadership for a Changing World*

 *Cooperative Inquiry.* A publication of the Leadership for a Changing World

 Program, Research and Documentation Component. Research Center for Leadership in

 Action, Robert F. Wagner Graduate School of Public Service, New York University.

Kovari, V., Hicks, T. Ferlazzo, L., McGarvey, C, Ochs, M., Alcantrara, L., & Yorks, L. (2005).

 *Don’t just do something, sit there. Helping others become more strategic, conceptual, and*

 *creative: A cooperative inquiry.* A publication of the Leadership for a Changing World

 Program, Research and Documentation Component. Research Center for Leadership in

 Action, Robert F. Wagner Graduate School of Public Service, New York University.

Yorks, L. & Nicolaides, A. (2006). Editorial: Complexity and emergent

 Communicative learning: An opportunity for HRD scholarship. *Human*

 *Resource Development Review*, *5,* 143-147.

Yorks, L. (2005). Editorial: Nothing so practical as a good theory. *Human Resource Development*

 *Review, 4*, 111-113.

Beechler, S. & Yorks, L. (2003). Columbia learning impact initiative (CLII): Linking assessment,

transfer of learning and program design at The Columbia Senior Executive Program (CSEP). First wave results, <http://www0.gsb.columbia.edu/execed/downloads/columbiaimpact.ppt>

Yorks, L. (1994). Leading innovative transformative organizational change. *MDC Update, 2*(9), 2

 & 5-6. University of Tennessee Management Center, Knoxville, TN.

Butler, R.J. & Yorks, L. (1984). A new appraisal system as organizational change: GE's task force

 approach. *Personnel, 61*(1), 31-42.

Yorks, L., Kaplan, M. & Ochs, R. (1978). Job enrichment and operations involvement. *Journal of*

 *Systems Management, 29*(3)*,* 17-25,

Yorks, L. (1978). High staff turnover: What causes it and how to prevent it. *The Practical*

 *Accountant.* *11*(4)July/August, 60-62.

Yorks, L. (1977). Managing professional relationships: Part II Influencing skills. *Journal of Systems*

 *Management, 28*(3), 6-11.

Yorks, L. (1977). Managing professional relationships: Part I Communication skills. *Journal of*

 *Systems Management, 28*(1), 6-10. (Reprinted in *IEEE Transactions on Professional*

 *Communication,* June, 1978).

Yorks, L. (1976). European group design vs. American job enrichment. *Audio-visual*

 *Communications-European edition, 1*(1) 10-14. (Paper originally presented at the

 Conference on Applying Organization Development/Executive Development to

 International Corporations, World Trade Institute, N.Y: May, 1976).

Yorks, L. (1976). What mother never told you about life in the corporation. *Management Review,*

 *65*(4), 13-19. (Originally presented as keynote address at conference on Women in

 Management, Graduate School of Business, New York University, April 1975).

Yorks, L. (1974). Determining job enrichment feasibility. *Personnel, 51*(6), 18-25.

Yorks, L. (1973). Key elements in implementing job enrichment. *Personnel, 50*(5), 45-52.

 (Reprinted in Job Enrichment, *Selected Reprints from AMACOM Publications.* 44-51. New

 York: AMACOM)

Yorks, L. (1969). Some notes on white urban America. (Keynote address at Conference on Realities

 and Opportunities for Development in White Urban Communities, November 22,

 Nationalities Center, Philadelphia, PA. Sponsored by the Department of Psychiatry,

 Hahneman Medical College, in cooperation with the National Conference of Christians and

 Jews.)

***Refereed Symposiums and Paper Presentations***

# Beechler, S., Yorks , L., & Ciporen, R. (2010). Creating learning communities in the classroom:

#  Making the journey from teaching to learning in executive education. *Academy of*

 *Management Annual Meeting***.** Montreal, Canada.

Kowalski, R. & Yorks, L (2007). Collaborative action inquiry and the importance of presentational

knowing. Symposium, Engaged research: A Case Study from the VA workplace and aggression project. *Academy of Management Annual Meeting.* Philadelphia, PA.

Reid-Hector, J. & Yorks, L. (2007). Inquiry-based learning practices and reflection: A key to team

 learning and conflict management. Symposium, Engaged research: A Case Study from the

 VA workplace and aggression project. *Academy of Management Annual Meeting.*

Philadelphia, PA.

Nicolaides, A. & Yorks, L. (2006). Implications of complexity theory for co-inquiry generative

 learning. The experience of an action research project in the U.S. Department of Veteran

 Affairs. *Third Biennial International Seminar on the Philosophical, Epistemological, and*

 *Methodological Implications of Complexity Theory.* Instituto de Filosophia, La. Habana,

 Cuba, January.

Nicolaides, A. & Yorks, L. (2004). The paradox of human subjectivity: Alchemy in the service of

 enhancing the social implications of complexity theory. *International Workshop on*

 *Complexity and Philosophy*. Sponsored by Universidade Federal do Rio de Janerio,

 Instituto de Economia. Rio de Janerio, Brazil. Nov 18-19.

Yorks, L. (2004). Action learning as a vehicle for management development and organizational

 learning: Empirical patterns from practice and theoretical implications. Symposium,

 Action learning embedded in corporate contexts. Showcase Session. *Academy of*

 *Management Annual Meeting.* New Orleans. LA.

Voronov, M. & Yorks, L. (2004). Investigating the deep structure of the tower: What if we

 took power seriously in strategic learning. *Academy of Management Annual Meeting*.

 New Orleans, LA.

Poell, R. F., Yorks, L., Marsick, V. J., & Woodall, J. (2004). Cross-cultural multi-theory

 perspectives in research: Dialogue based on theory and data from the U.S. and the

 Netherlands on action learning programs. In T. M. Egan & M L. Morris (Eds.) *Academy of Human Resource Development Proceedings, (pp. 767-770)*. Innovative session, Austin, TX.

Yorks, L. & Beechler, S. (2003). Crossing the chasm: Creating integrative learning communities.

 *Academy of Management Annual Meeting*. Seattle, WA: August.

Yorks, L. & Harmon, J. (2003). Lessons from a practitioner driven action inquiry project in the

 U.S. Department of Veterans Affairs. *Academy of Management Annual Meeting*.

 Seattle, WA: August.

Yorks, L. & Beechler, S. (2002). Learning from experience: A novel approach to designing,

 delivering, and evaluating an education program for senior executives at Columbia

 Business School. *Academy of Management Annual Meeting*. Denver CO: August.

Yorks, L. (2002). Critical design issues impacting the development of networks and informal

 organization through action learning programs within organizations. Symposium,

 Building and sustaining networks using action learning. *Academy of Management Annual*

 *Meeting.* Denver, CO: August.

Yorks, L., Twomey, D.F., Keashly, L., Neuman, J., Kowalski, D., Kowalski, R., Scaringi, J.,

Petzel, R. A. & Harmon, J. (2002), Symposium, How do we know what we think we know? Epistemic challenges of building academic-practice networks. *Academy of Management Annual Meeting.* Denver, CO: August.

Harmon, J., Twomey, D., Farias, G., & Yorks, L. (2002). Dialogue & Synergy Session. Searching

 for holistic research: Engaging the whole person/whole system. P. Singh, (Ed.). (2002)

 *Proceedings. Eastern Academy of Management. 39th Annual Meeting*, New Haven, CT:

 May

Yorks, L. & Kasl, E. (2001). Creating space for transformative learning: Three critical themes from

 experience. Transformative Learning Conference, Toronto, Canada: November.

Twomey, D., Harmon, J. Yorks, L., Petzel, R., Scaringi, J, Kowalski, R., & Kowalski, D. (2001).

 Enhancing organizational Learning and change in the VA through data-driven collaborative

 inquiry. *Society for Organizational Learning Greenhouse*, East Hartford, CT:

 September.

Yorks, L., Kowalski, D. & Scaringi, J. & Kowalski, R. (2001). Linking knowledge for informing

 action and actionable knowledge: Qualitative research agenda. *Academy of*

 *Management Annual Meeting.* Washington, DC: August.

Twomey, D., Yorks, L. & Harmon, J. (2001). Enhancing organization learning and change through

 data-driven collaborative inquiry. *Academy of Management Annual Meeting*. Washington,

 DC: August.

Harmon, J., Kowalski, D., Kowalski, R. Neuman, J., Scaringi, J., Yorks, L. (2000). Reducing

 workplace stress and aggression to enhance individual and organizational performance. An

 action research project in the U.S. Veterans Administration Panel Discussion, M. Beer

 moderator and discussant. *Academy of Management Annual Meeting,* Toronto, Canada:

 August.

Yorks, L. (2000). Collaborative inquiry for researching meaning in organizations through narrative

 analysis and discourse. *Proceedings 4th International Conference on Organizational*

 *Discourse: Word-views, Work-views and World-views*. Kings College, London: July.

Yorks, L., Dilworth, R., Marquardt, M, & Marsick, V.J. (2000). Inquiring into the dilemmas of

implementing action learning. *Proceedings, 7th Annual Academy of Human Research Development Conference,* Raleigh-Durham, NC: March.

Yorks, L., Dennis, C.B., & Cederholm, L. (1995). Achieving large system change through action

 reflection learning: Creating a learning organization at Grace Cocoa Company.

 *Proceedings, Organization Development Network National Conference,* Seattle, WA:

 November 15-19.

Marshall, R.B. & Yorks, L. (1992). Transforming organizations for optimum flow: Applications of

 chaos theory for industrial psychology. Presented at the second annual conference of *Society*

 *for Chaos Theory in Psychology*, George Washington University, Washington, D.C.:

 August.

St. Onge, J.L. & Yorks, L. (1987). A work-flow model for organizational effectiveness. Paper

 presented at the *Academy of Management Meeting*, New Orleans, LA: August.

Yorks, L. & Von Eshen, D. (1968). Micro factors of the civil rights movement. *Southern*

 *Sociological Association Meeting,* Atlanta, GA: April.

***Additional Conference Proceedings and Presentations (Proposal Refereed)***

Yorks, L. & Abel, A. (2018). Changing the game: Transforming HR with strategic purpose.

 *Association of Talent Development International Conference and Exposition,* San Diego,

 California. May 7th

Yorks, L, & Kasl, E. (2016). Experiencing the dimensions of difference empathically.

 Experiential Session. *Transformative Learning Conference*, Pacific Lutheran University,

  Tacoma, Washington. October.

Kasl, E. & Yorks, (2016). Understanding empathy and the paradox of diversity as forces

in transformation. *Transformative Learning Conference*, Pacific Lutheran University, Tacoma, Washington. October.

Poell, R., Bang, A., Justice, S., Lundgren, H., Marsick, V., Rovira, A.S. Sung, S.Y. &

 Yorks, L. (2016). How do employees’ individual learning paths differ across

 occupations?: A review of 10 years of empirical learning-network theory

research. *Preceedings, 17th International HRD Conference,* Manchester, UK,

June. Shortlisted for The Alan Moon Memorial Prize.

Kasl, E. & Yorks, L. (2016) How can we learn together when we are so different?

 untangling the complexity of diverse life experience and interconnection—A

model for navigating the paradox of diversity to create optimal conditions for

learning. *Proceedings, 57th Adult Education Research Conference,* University of

North Carolina, Charlotte, June 2-5.

# Lundgren, H., Clark, M., Marsick, V. J., Poell, R., Sung, S.Y., Yates, J., & Yorks. L.

#  (2015). Conceptualizing and Operationalizing Reflection in Experience-Based

#  Learning. *Proceedings, 16th International HRD Conference,* University College,

#  Cork, Ireland. Shortlisted for The Alan Moon Memorial Prize.

McCallum, D., Nicolaides, A. & Yorks, L. (2015). Hijinks and Shenanigans: Spotting my Ego in

#  Action. *Growth Edge Network Conference,* Wellington, New Zealand, February*.*

# Kasl, E. & Yorks, L. (2014). Do I really know you? Do you really know me? And, how

 Important is it that we do? Relationship and empathy in differing learning contexts.

 *Adult education Research Conference*, Harrisburg, PA: June*.*

# Wong, M. L. & Yorks, L. (2014). Teaching and learning for critical reflection on diversity:

 The need to go beyond the western perspective in a doctoral program in adult education.

 *Adult education Research Conference,* Harrisburg, PA: June.

# Nakamura, Y., Barto, J. & Yorks, L. (2014). Social capital building through an HRD

#  intervention: An executive development program’s impact on social networking in

#  organizations. *Academy of Human Resource Development Annual Meeting,* Houston, TX.

Marsick, V.J., Poell, R., Yorks, L. (2010). Is the level of reflection in action reflection learning

 projects related to the dominant actor? A multiple case study using a multi-theory

 perspective. *Academy of Human Resource Development Annual Conference*  February,

 24-28, Knoxville, TN.

Nicolaides, A. & Yorks, L. (2009). Developing competency and capacity for strategic insight

 through action inquiry. *29th Annual Strategic Management Society Meeting*, October 11-14.

 Washington, D.C.

Kasl, E. and Yorks, L. (2008). “Whose inquiry is this anyway?” Money, power, reports and

 collaborative inquiry. *Proceedings 49th Annual Adult Education Research Conference,*

 The University of Missouri—St. Louis, St. Louis, Missouri: June 5-7.

Alcántara, L., Yorks, L., Kovari, V. (2005). Cooperative inquiry as a tool for transformative

learning: Stories from community organizers who transformed their practice.

*Proceedings, Transformative Learning Conference,* Michigan State University,

East Lansing, Michigan. Fall.

Klepper, W. & Yorks, L. (2004). ROI experiences: Open enrollment case study from Columbia.

 *UNICON Spring Conference.* Emory Conference Center & Hotel, Emory University,

 Atlanta, GA. April 18-20

Voronov, M. & Yorks, L. (2003). Making the undiscussible discussible in the strategic

 conversation: Improving strategic management through recognizing the primary role of

 power. *23rd Annual Strategic Management Society Meeting.* Baltimore, Maryland.

 November 9-12.

Yorks, L. & Kasl, E. (2003). Through the looking glass: A taxonomy for presentational knowing.

 *Proceedings 44th Annual Adult Education Research Conference*, San Francisco State

 University, San Francisco, CA: June 6-8.

Yorks, L. (1998). What we have learned about learning the ARL™ way. Presentation at MiL

 Institute, Lund, Sweden: May, 28.

Yorks, L. (1998). From teaching the learning to living the learning: Can business programs become

 labs for learning organizations? Reflections of faculty involved in radical program change.

 Symposium chair and presenter. *Eastern Academy of Management*. Springfield, MA: May.

ARL Inquiry.[[2]](#footnote-2) (1998). Cognitive frame phases in an action reflection learning program.

 *Proceedings, 5th Annual Academy of Human Resource Development Conference.* Oak

 Brook, IL: March.

ARL Inquiry. (1997). Using the Burke-Litwin Model as a lens for understanding the implications of

 action reflection learning as a catalyst for organizational change. *Proceedings, 4th Annual*

 *Academy of Human Resource Development Conference*, Atlanta, GA: March.

ARL Inquiry. (1996). Developing an infrastructure for individual and organizational change:

 Transfer of learning from an action reflection learning program. *Proceedings, 3rd Annual*

 *Academy of Human Resource Development Conference,* Minneapolis, MO: February 29- March 3.

ARL Inquiry. (1996). Organizational learning as culture construction. *Proceedings, 3rd Annual*

 *Academy of Human Resource Development Conference*, Minneapolis, MO: February 29-

 March 3.

ARL Inquiry. (1995). Life on the seesaw: Results in an action reflection learning program.

 *Proceedings, 36th Annual Adult Education Research Conference*, Alberta, Canada: May

 19-21.

ARL Inquiry. (1995). Designing action reflection learning research: Balancing research needs

 against real-world constraint. *Proceedings, 2nd Annual Academy of Human Resource*

 *Development Conference*, St. Louis, MO: March 2-5.

Marshall, R.B. & Yorks, L. (1994). Positioning People for Profits and Performance. *Annual*

 *Conference, Human Resource Planning Society*. April, 10, Boca Raton, FL.

thINQ. (1994). Phenomenology as an interpretive frame: The evolution of a research method for

 understanding how learning is experienced in collaborative inquiry groups. *Proceedings,*

 *35th Annual Adult Education Conference,* The University of Tennessee, Knoxville, May 20-

 22.

thINQ. (1993). Adult learning through collaborative inquiry. *Proceedings, 34th Annual Adult*

 *Education Conference*, Penn State University, University Park, PA: May.

# Manuscripts in Process

# Operationalizing reflection with situative and constructivst perspectives on experience-based

#  workplace learning, *Human Resource Development International.* Under review at

#  *Human Resource Development International*

Incidental Learning as an Enacted Encounter with Materiality. *New Directions for Adult and*

 *Continuing Education.* Under editorial review.

Employee Motives, Learning Opportunities, and Employability Activities. *Book chapter*. Under

 editorial review.

# Strategic Human Resource Development in Practice. *Book.* Under contract with Springer

#  Publishing.

# COURSES TAUGHT: *Teachers College, Columbia University*

* **ORLD 5062** - Human Resource Development in Organizations (New course, I designed and submitted to FEC for Adult Learning and Leadership curriculum)
* **ORLD 5054** **-** Strategy Development as a Learning Process in Organizations (New

Course I designed and submitted to FEC for Adult Learning and

Leadership curriculum)

* **ORL 6500 -** Qualitative Research Methods in Organizations: Design and Data Collection (formerly ORLA 5650 Field and Clinical Research Methods in Education)
* **ORLD 4051 -**  How Adults Learn (Eisenhower Fellows Program, West Point)
* **ORLD 6918 (a) -** Introduction to Research Design (AEGIS)
* **ORLD 6918 (b)** - Advanced Research Seminar (AEGIS)
* **ORLD 6908** - Advanced Seminar: Leadership in Adult Education (AEGIS)
* **ORLD 6902 -** Pro-seminar in Adult and Continuing Education (AEGIS)
* **ORLD 4800** - Workshop in Adult Education (Coordinating Faculty)
* **ORLD 6800 –** Workshop in Adult Education, Strategic Advocacy (AEGIS)
* **ORLD 7900 -** Dissertation Seminar
* **ORLA 5530** - Action Research in Organizational Behavor (Summer Principals Academy)
* **ORLA 5689** - Research, Klingenstein Visiting Fellows Program
* **AERI Institute Workshop**: Designing Case Studies
* **Continuing Professional Studies:** Strategic Agility Workshop

### *Columbia University*

* **TMGT K4126** - Strategic Advocacy for Technology Executives, Executive

Master of Science Technology Management Program, School of

 Professional Studies.

### *Eastern Connecticut State University*

### Bus 531 - Organizational Behavior

### Bus 532 - Management of Organizations (organization theory)

### Org 501 - Introduction to Research

### Bus 534 - Total Quality Management

### *Executive MBA Program, University of Tennessee, Knoxville,*

 **Topics Taught**

* Leadership, Organizational Change, Negotiation

### *Senior Executive Program, Louisiana State University, Baton Rouge*

 **Topics Taught**

* Leadership and Organizational Change, Negotiation

## *Executive Education ESADE Business School, Barcelona Spain.*

 **Topics Taught**

* Catalyzing Strategic Mindsets

## DISSERTATIONS:

**Selected Examples of Dissertations Sponsored at Teachers College:**

Thompson, B. C. (2014). *Translating Theory into Practice: A Study of Collaborative Action*

 *Research in Academic Administration.* Ed.D.

Wetzler, J. (2013). *A Case Study of a “Collaborative Organizational Innovation Intervention”,*

 *Combining Action Research and Design Thinking Methodologies.* Ed.D.

Nakamura, Y. T. (2010). *Global Organizational Leader Social Capital Formation.* Ed.D.

Bigham, J. R. (2010). *Learning Across the Corporate Boundary: The Role of the Knowledge*

 *Agent in Transferring Knowledge to the Multinational Corporation*. Ed.D

Hye, S.J. (2010). *Leveraging Knowledge through Communities of Practice in a Korean*

 *Company.* Ed.D.

VanDenBerghe, C. (2010). *How Educational Leaders Learn to Develop Strategy for Their*

 *Institution: A Case Study.* Ed.D.

Abrams, K. (2009). *Toward Societal Transformation: How a Women’s Social Change*

*Organization Facilitates Transformative Change to Create a More Just and*

*Equitable Society.* Ed.D.

Ciporen, R. (2008). *The Role of Personal Transformative in Learning in Leadership*

 *Development: A Case Study Examining the Transfer of Learning from an*

*Executive Education Program.* Ed.D.

Hayes, S. (2008). *Navigating the Corporate Hierarchy: How Black Female Executives Make*

 *Sense of Their Experiences Ascending the Corporate*

 *Ladder and Sustaining Themselves in Senior Level Positions.* Ed.D.

Williams, D. (2008). *Through Their Eyes: The Lived Experiences of African-American Female*

*Executives.* Ed.D.

Johnson, K.R. M. (2008).  *Church Leaders Engaging in Critical Faith Learning: A Case Study*

 *of How Women Became Ordained Deacons in a Black Baptist Church.* Ed.D.

Mankey, R. C. (2007). *Understanding Holistic Leadership: A Collaborative Inquiry.* Ed.D.

Scully, K.P. (2007).  *Fostering Adult Learning in Strategic Management Thinking and Intent*

 *Facilitated through Enterprise Simulations.* Ed.D.

Reid-Hector, J. (2006).  *Inquiry-Based Learning Practices and Team Learning: A Model for*

*Experienced Based Learning.* Ed.D.

Ndletyana, D. (2005). *Team Learning and Culture: A Study of Two Multicultural Engagement*

*Teams in a Global Professional Services Organization in South Africa.* Ed.D.

**External Examiner on Dissertation Committees:**

Presley, S. P. (2014).  *How Leaders Engage in Complexity Leadership: Do Action Logics*

 *Matter?* Human and Organizational Systems, Santa Barbara, CA Fielding Graduate

 University, PhD.

Hildebrand, D. (2011). *Shared Leadership and Team Learning: The Story of Three Project*

 *Teams.* ESADE Business School, Ramon Llull University, Barcelona, Spain. PhD.

Kelley, M. D. (2011). *Nurturing Group Learning in a Social Change Organization: Learning in*

*Practice.* California Institute of Integral Studies. San Francisco, CA: PhD.

Lysø, I.H. (2010). *Management Development Programs-Don’t Use It if You Don’t Mean It:*

*Managerial Learning as Co-Reflective Practice.* Norwegian University of

Science and Technology. Trondheim, Norway. PhD.

## PROFESSIONAL SERVICE:

 Co editor, *International Journal of Adult Vocational Education and Technology* (2015 to

 Present).

 Associate Editor, *Human Resource Development Review* (Winter 2005 – August 2008).

***Editorial Review and Advisory Boards***

* Journal of Transformative Education (2010 – present)
* Human Resource Development Review (2008 – present)
* Adult Education Quarterly (2006 - present)
* Linking Theory and Practice Section, Organization Management Journal, (Eastern Academy of Management). (2002 - 2010)
* Human Resource Development International (2004 - 2010)
* Advances in Developing Human Resources (2004-2006)

 Referee for *Action Research, Adult Education Quarterly, Australian Journal of Adult*

 *Learning, The International Journal of Organizational Analysis, Human Relations, Human*

 *Resource Development Quarterly, Human Relations, Human Resource Development*

 *International and Journal of Transformative Learning.*

 Referee for Academy of Management meetings, 2001 - 2004

 Referee for Academy of Human Resource Development meetings, 1998 - 2006

 Session discussant, Academy of Management Annual Meeting, 2004

 Research Committee, American Society for Training & Development. Member of the

 Sub-committee for selection of the research article of the year award. Benchmark Award

 evaluator for managing organizational change category, ASTD.1997-2000

 Co-editor, *What Works on Line* series, American Society for Training & Development,

 1998-2000.

**SERVICE TO THE COLLEGE**

Affirmative Action Committee, Fall 2016 to present.

Chair, Department of Organization & Leadership Academic Review Committee,

 2014-2015 Academic Year to present.

IRB Committee Spring 2005 to 2008; 2011 to 2016; Fall 2017 to present.

Middle States Steering Committee, Advanced Masters Working Group, Spring 2014-to

 2015.

 Discrimination Laws Compliance Working Group, 2011 to present.

Ed.D Committee, 2003 & 2011

 Dean's Student Research Grant Committee, 2000-2003

 Student Conduct Committee, 2003 to 2005.

 FEC Compensation Committee – Elected fall 2005, served two year term

 Search Committee, Educational Leadership, 2013

 Search Committee, English Education, 2007

 Search Committee, Music Education, 2008

 Selection Committee, Provost’s Diversity Post-Doctoral Fellowship, Spring, 2009

 FEC Sub-Committee, Race Culture, & Diversity, 2008 to 2011

 External departmental reviewer for reappointment of assistant professor, Arts and

 Humanities Department, 2011

**PROFESSIONAL MEMBERSHIPS**

 Academy of Human Resource Development

 Academy of Management

1. thINQ is a registered name of a collaborative inquiry research group adopted for purposes of group publication. thINQ is acronym for ‘The Inquiry’. Members of the group are John Bray, Joyce Gerdau, Linda Smith, Lyle Yorks, and Annette Weinberg Zelman. [↑](#footnote-ref-1)
2. . ARL Inquiry is a collaborative research group researching the effectiveness of action learning related programs. Its members are Robert Kolodny, Sharon Lamm, Victoria Marsick, Glenn Nilson, Judy O'Neil, and Lyle Yorks. [↑](#footnote-ref-2)