

Lyle Yorks

Adult Learning and Leadership Program
Department of Organization & Leadership
Teachers College, Columbia University
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New York, New York 10027

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PROFESSIONAL EXPERIENCE:

Present Position

**September 2021 –
To Present**

Professor Emeritus, Teachers College, Columbia University.

- Continuing to Teach Strategic Learning in the Adult Learning & Leadership Program.

Current Research Projects

- Researching the strategic repositioning of Human Resources in corporations in collaboration with The Conference Board. Particular focus on artificial intelligence (AI) on talent management processes and the transition to skill-based Human Capital/Talent Management.
- How advanced technologies are changing L&D

Previous Positions

**January 2000 -
to August 30th 2021**

Teachers College, Columbia University, New York, N.Y.
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.
- Retired from full time faculty position August 31st, 2021 and designated Professor Emeritus by the President of Teachers College September 1st 2021.

Major Research Projects while at Teachers College, Columbia University

2017 to 2021

Researching the application of artificial intelligence technologies in Human Resources in collaboration with Dr. Amy Abel and other colleagues at the Conference Board. This became the basis for a series of executive reports on artificial intelligence and HR.

2012 to 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 an effective strategic driver.

2009 to 2015

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 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.

**January 1978
to Dec. 1999**

Eastern Connecticut State University, Willimantic CT.

- 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
to Jan. 1978**

Drake Beam Morin, Inc. (Initially Drake Beam & Associates) New York, N.Y.

- 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
to Oct. 1972**

Analyst, Corporate Systems & Methods Department, Travelers Insurance Companies, Hartford, CT

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

ADDITIONAL PROFESSIONAL EXPERIENCE:

Jan. 2023

Guest Lecturer, Executive Master of Science Program, Technology Management, School of Professional Studies, Columbia University. Comfort with Ambiguity and Action Logics.

- Dec. 2022** *Presenter, Skills @ Work Conference, The Conference Board. Agility and Innovation are Fueled by A Skills-Based Talent Strategy. With Jennifer Burnett from the Conference Board.*
- Sept. 2022** *Guest Lecturer, Using Scenarios to Navigate Through Uncertainty, Norwegian Institute of Science and Technology, On Zoom.*
- Sept. 2022** *External Evaluation and Discussant, Ph.D. Defense, Norwegian Institute of Science and Technology. Norway.*
- April 2022** *Guest Lecture on Strategic Learning in a Course at the University of Science and Technology of China. On Zoom.*
- Fall 2021
To 2022** *Consulting on a project developing faculty resources for addressing student student stress, anxiety, & loneliness with the student Health and Wellness Center collaborating with the Vergenano Institute for Inclusion, School of Engineering, University of Connecticut. Advising on researching the needs analysis*
- Fall 2016
to Present** *Distinguished Principal Research Fellow, The Conference Board
Also Member of the Strategic Human Resources Steering Committee, 2020*
- 2011 to
2022** *cLecturer, Executive Master of Science Program, Technology Management, School of Professional Studies, Columbia University*
- 2016 to
2000** *Faculty, Certificate of Advanced Digital Education & Engaged Learning Seminar, Center for Technology Management, Columbia University. Conducted for U.S. Air Force*
- 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
2010** *Co-facilitator of curriculum development workshops, beginning of fall term, ESADE Business School. Barcelona, Spain.*
- June 1985
to 2009** *Program faculty, Senior Executive Program & custom programs, Louisiana State 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.*
- 1970-1971** *Guest Lecturer, Tennessee Law Enforcement Academy.*

PUBLICATIONS:

Books and Edited Issues of Journals

- Yorks, L., Abel, A. & Rotatori, D. (2022). *Strategic human resource development in practice. Leveraging talent for sustained performance in the digital age of AI.* Switzerland A.G: Springer.
- 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

- Yorks, L., Rotatori, D., Sung, S.Y., & Justice, S. (2020). Workplace reflection in the age of AI: Materiality, technology, and machines. *Advances in Developing Human Resources*, 22(3), 308-319. Online first June 2020.
<https://doi-org.ezproxy.cul.columbia.edu/10.1177/1523422320927299>. Nominated for best issue award 2020.
- Morrison, E., Justice, S., & Yorks, L. (2020) An activist approach: the role of reflection. *Advances in Developing Human Resources*, 22(3), 320-332. Online first 11 Jun 2020.
<https://doi.org/10.1177/1523422320927300>. Nominated for best issue award 2020.
- Justice, S. B., Bang, A., Lundgren, H., Marsick, V.J., Poell, R. F. & Yorks, L. (2020). Operationalizing reflection in experience-based workplace learning: a hybrid approach. *Human Resource Development International*. 23(1), 66-87, Online first May, 2019: <https://doi.org/10.1080/13678868.2019.1621250>. Received the 3rd place Monica Lee Award at the 2020 AHRD Conference, February.
- 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. Received the 2019 Emerald Literati Highly Commended Award 2019.
- 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., Sheard, 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. & Nicolaidis, 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). Utilising 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. & Nicolaidis, 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.
- Nakamura, 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.
- Nicolaidis, 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; Also Reprinted in D. Scott (Ed.D). (2013), *Theories of Learning. Vol. IV*. Sage.]
- 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, 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.

- Howard, J., Ospina, S. M., & Yorks, L. (2021). Cooperative inquiry as dialogic Process. D. Burns, J. Howard, & S.M. Ospina (Eds.). *The Sage Handbook of Participatory Research and Inquiry. Volume 1.* (pp. 427-443). Los Angeles, CA. Sage.
- Justice, S. & Yorks, L. (2018). Incidental learning as an enacted encounter with materiality. E. Scully-Russ, A. Nicolaidis, VJ. Marsick & K. W. Watkins (Eds.) *Update on Informal & Incidental Learning Theory. New Directions for Adult and Continuing Continuing Education.* 159, pp. 91-102.

- 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.
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- 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.
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- Group for Collaborative Inquiry and thINQ.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.
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- 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. & Burnett, J. R. (2023). The Academy at Bank of America: Enhancing Performance and Talent Development. Watkins, K.E. & Marsick, V.J. (Case) *Rethinking Workplace Learning and Development*. Cheltenham, U. K. Edward Elgar Publishing.
- Yorks, L., Jester, M., & Burnett, J.R. (2023). The AI Challenge: How Technology Can Foster Trust in the Workplace. *The Conference Board*.
- Burnett, J.R. & Yorks, L. (2022) Employees are central to a skills-based talent strategy. *The Conference Board*. October.
- Burnett, J.R. & Yorks, L. (2022). Agility and innovation are fueled by a skills-based talent Strategy. *The Conference Board*. August.
- Burnett, J.R., Yorks, L., Jester, M., Dunbar, J.K., & Jeworsky, V. (2021). Artificial intelligence for learning and development. *Sub Report, The Conference Board*. July.
- Ahmad, N., Yorks, L. & Abel, A. (2020). Artificial intelligence for coaching. *Sub Report, The Conference Board*. July.
- Young, M. B., Abel, A.L., Yorks, L., & Ray, R.L. (2019). Artificial intelligence for HR: Separating the potential from the hype. *The Conference Board*, New York: December.

¹thINQ 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 were John Bray, Joyce Gerdau, Linda Smith, Lyle Yorks, and Annette Weinberg Zelman.

- Abel, A. & Yorks, L. (2018). Artificial intelligence: The Key unifier between the CIO and CHRO. *CIO Review*, December, pp. 8-9. Article access: <https://hr.cioreview.com/cxoinsight/artificial-intelligence-the-key-unifier-between-the-cio-and-chro-nid-27155-cid-48.html>
- 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.
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- 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.
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- 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>
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- 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.
- Nicolaidis, 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 Filosofia, La. Habana, Cuba, January.
- Nicolaidis, 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 Janeiro,

- Instituto de Economia. Rio de Janeiro, 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 or Invited)

- Yorks, L. (2021). Artificial intelligence and the future of work, *Global Forum—VALID Session 13*, April 15th. Invited Presentation, Virtual.
- Yorks, L. & Sung, SY (2021). Workplace reflection in the age of AI. *Workplace learning and reflection in disruptive and complex times. Focus session Academy of Human Research Development Annual Conference*, Virtual, February 19th
- Morrison, E., Yorks, L. & Kowalski, R. (2021). Enacting reflection: seeing and learning. *Workplace learning and reflection in disruptive and complex times. Focus session Academy of Human Research Development Annual Conference*, Virtual, February 19th
- Yorks, L. (2019). Artificial intelligence and coaching. *Advancing Frontiers in Coaching Research Symposium, Academy of Management Annual Meeting*, Boston, MA. August 13th.
- Yorks, L. & Kasl, E. (2018). You say your story is important—Well mine is even more so! Turning to developmental theory to temper the double-edged-sword of empathy. *International Transformative Learning Conference Proceedings pp. 586-593*. Teachers College, Columbia University, November 7-10.
- Trujillo, J., Abel, A. & Yorks, L. (2018). Augmenting, taking over, or integrating: Implications of artificial intelligence in systematic coaching. *Coaching Conference, Columbia University*. Presentation, April.17-19.
- 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. *Proceedings, 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., Nicolaidis, A. & Yorks, L. (2015). Hijinks and Shenanigans: Spotting my Ego in Action. *Growth Edge Network Conference*, Wellington, New Zealand, February.
- Yorks, L. (2014). Keynote: Doing research 'with' people, not 'on' or 'about' them: Collaborative inquiry for researching questions of human experience that are professionally developmental, socially controversial, or require social healing. *The 16th Conference on Social and Community Psychology*, November 20th & 21st, Norwegian University of Science and Technology, Trondheim Norway
- 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.
- Nicolaidis, 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 (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.

². ARL Inquiry was a collaborative research group researching the effectiveness of action learning related programs. Its members were Robert Kolodny, Sharon Lamm, Victoria Marsick, Glenn Nilson, Judy O'Neil, and Lyle Yorks.

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.

Professional Development Workbooks

Yorks, L. & Benis Scheier-Dolberg, S. (2019). *Strategic Agility Learning Journal: Tools for K12 Education leaders*. Urban Education Leaders Collaborative, Teachers College, Columbia University.

Marshall, B. & Yorks, L. (1994). *Making Reorganization Work for You: Transition Workbook for Employees*. Scottsdale, AZ: Marshall Group, Inc. *Participant Workbook*. New York: Drake-Beam & Associates.

Yorks, L. & Goodgame, R. (1980). *Corrective Job Coaching Skills: Video, Leaders Guide, & Participant Workbook*. New York: Drake-Beam & Associates.

Manuscripts in Process

Strategic Human Resource Development: *Chapter for the Handbook of Human Resource Development, Co-authored with Dr. Thomas Garavan, University of Limerick. Chapter invited by the Handbook Editors.*

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 Behavior (Summer Principals Academy)
- **ORLA 5689** - Research, Klingenstein Visiting Fellows Program
- **HUD 4120** – Methods of Empirical Research (AEGIS)

- **AERI Institute Workshop:** Designing Case Studies
- **Continuing Professional Studies:** Strategic Agility Workshop

School of Professional Studies, Columbia University

- **TMGT K4126** - Strategic Advocacy for Technology Executives. Executive Master of Science Technology Management Program.

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:

- Mazeski, J. W. (2023). *Expectations of Policing in the 21st Century: A Study of the Perceived Role of Policing and Police Training in America*. Ed.D.
- Fritz, S. (2023). *Developing Leaders for a World Disrupted: A Case Study Evaluating Learning Transfer for an Executive Development Program*. Ed.D.
- Fabricant, F. B. (2022). *Learning to Stay Current in the Fourth Industrial Revolution: Make Meaning of the Impact of Automation and Artificial Intelligence (AI) on Occupations*. Ed.D.
- Silfen, L. (2022). *First Generation College Students Stress Points Before and During The Pandemic*. Ed.D.
- Meyers, S. (2022). *Identifying Learning Strategies That Impact Tactical and Incident Command Decision Making in a High Threat Situation*.
- Byers, E. (2019). *Leadership Action-Logics and Application of Lean in an Organizational Health Care Setting*. Ed.D.
- Owen, R. (2019). *Learning That Meets Life: The Lived Experience of Teaching with Secular Spiritual Pedagogy*. Ed.D.

- Dawson, C. (2019). *Buying Into Distortions: Individual Agency and Identity-Based Consumption*. Ed.D.
- Harper, A. (2018). *Experiences and Leadership Recommendations of African American CEOs at Fortune 500 Companies*. Ed.D.
- 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:

- Lim, A. (2022). *Thinking Through the Learning...And...Nudge...And...Future of Work*. Mary Frances Early College of Education, University of Georgia, PhD.
- Herberg, M. (2022). *Competence for the Unforeseen: The Importance of Individual, Social and Organizational Factors*. Norwegian University of Science and Technology. Trondheim, Norway. PhD.
- 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 2017).

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

Associate Editor, *Action Research* (July 2003-August 2018)

Affiliate Editor, *Action Research* (September-2018-Present)

Editorial Review and Advisory Boards

- Journal of Transformative Education (2010 – present)
- Human Resource Development Review (2008 – present)
- Adult Education Quarterly (2006 - 2018)
- 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, The Learning Organization, 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 TEACHERS COLLEGE

Affirmative Action Committee, Fall 2016 to August 2021.

Chair, Department of Organization & Leadership Academic Review Committee, 2014-2015 Academic Year to August 2021.

IRB Committee Spring 2005 to 2008; 2011 to 2016; Fall 2017 to August 2021.

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

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 movements & 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 MEMBERSHIPS

Academy of Human Resource Development

Academy of Management