**Lyle Yorks**

*Adult Learning and Leadership Program*

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

525 West 120th Street

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**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*

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*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

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

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

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

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

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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.*

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Cuba, January.

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

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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*.

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

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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.

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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*.

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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.

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May

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

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

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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.

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

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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

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

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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?

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

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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.

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

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*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

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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)