Making process accessible
Processes for learning, change and action research

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Abstract

This explication reflects on over 30 years of my experience as a facilitator of and theorist about learning, change and action research. After summarising the nature of that experience and the conceptual roots of my thinking I briefly describe the documents from those 30 years that are attached. For purposes of explication I categorise the documents into four loose categories: theory (chapter 3), learning processes (chapter 4), change processes (chapter 5) and action research (chapter 6).

From the documents I draw conclusions about the characteristics of effective and robust processes, and how they may be facilitated. I do so first for each category of process, and then overall. The most important characteristics are then conceptualised as the integration or resolution of four apparent polarities or tensions.

The apparent polarities may appear to be resolvable only by trade-offs between them. I show that they are resolvable in ways which allow benefits of both poles of the polarity to be achieved. The polarities are: between adversarial and consensual processes, for which the resolution is dialectical processes; between challenge and support; between guidance and choice; and between rigour and relevance.
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Statement of originality

My knowledge is derived from many sources. A lifetime of experience, 30 years of it as educator, facilitator and change agent, has contributed. I have learned from the many colleagues and clients I’ve worked with. I have been an avid reader for almost all of my life. It is difficult always to be certain where knowledge originates.

However, neither this explication nor the associated documents incorporate any material submitted for an award at any university. To the best of my knowledge the explication does not contain any material previously published or written by another person except where due reference is made in the text.

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Attached documents

These documents will be found in volume 2 and beyond, in the order shown here. Documents marked B (for book) or M (for monograph) will be found in the final volume.

Chapter 3 - The nature of knowledge

The nature of theory


Chapter 4 - Learning processes

University classes


The design of learning processes


Examples of activities


11 Bob Dick (1986) Self and others. An extract from Bob Dick, Learning to communicate: activities, skills, techniques, models. A joint publication of Interchange and the University of Queensland Bookshop.


Other papers


15 Bob Dick (1995) A Venusian anthropologist’s report on the teaching of psychology, with the preface “On being a Venusian anthropologist.” Nathan, Qld: Griffith University, School of Behavioural Science.

Chapter 5 - Change processes

Change models


Change skills and methods


Personal applications


Interventions


Action learning


34 Bob Dick (1997) Universities are learning organisations, aren’t they? An invited talk given at Southern Cross University, 9 October 1997.

Action science


**Action research processes**

**Action research overall**


applications. Lismore, NSW, Australia: Southern Cross University Press. [21-27]


Data collection and rigour


44 Bob Dick (1999) Sources of rigour in action research: addressing the issues of trustworthiness and credibility. A paper presented at the Association for Qualitative Research Conference “Issues of rigour in qualitative research” at the Duxton Hotel, Melbourne, Victoria, 6-10 July 1999.


45 Bob Dick (1990) Small group decision-making: a robust version of Heller’s group feedback analysis. Chapel Hill:
Interchange. Revised from an earlier drafts written in 1988. There have been minor corrections since 1990.


**Characteristics of action research**


48 Bob Dick (2001) Making the most of emergent methodologies: a critical choice in qualitative research design. A paper prepared for the Association for Qualitative Research conference, Melbourne, 5-7 July.


**Action research theses**


Brisbane: Action Research Unit, Faculty of Education, Griffith University.


53 Bob Dick (1995) Action research theses. A resource paper accompanying AREOL, the online course in action research.

54 Bob Dick (1994) Action research: is it too risky for theses? Address to Social Psychology Study Group, School of Behavioural Science, Griffith University, May.

Reviews


**Grounded theory**


**Action research and evaluation**


Acknowledgments

If I were to list all the people to whom I am indebted for this explication and the accompanying documents this would be a very long account indeed. I’ll let the acknowledgments in the attached documents serve this purpose. For the actual explication there are some people who especially deserve mention.

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