Curriculum vitae Bob Dick
BA (Hons. Psych.), MA (Psych.)*

A summary of key competencies, experience and achievements

This curriculum vitae documents:

- substantial practitioner skills in community and organisational change, including the design of processes for data collection and interpretation, evaluation, skills development, group planning and decision-making, and participative change; and

- a substantial contribution to the theory and practice of action learning and action research, evaluation, and community and organisational change (mostly though not entirely through vehicles other than conventional refereed publications);

- the ability to help people learn these skills through innovative and motivating experiential courses, as a consequence of consulting work, and through coaching and mentoring.

Practice

I have a national reputation as a facilitator, and as a consultant in community and organisational change, which I have done for over 50 years: for three years as an industrial psychologist in the then Department of Labour, during my 29 years at Queensland, Griffith and Southern Cross universities, and subsequently.

The work spans a variety of organisations and communities, in all states and territories, using a variety of techniques. All were by invitation.

This consultancy work includes: effective teamwork; conflict resolution; consultancy skills; strategic planning; program evaluation; community

---

* I have also successfully completed doctoral studies comprising a DLitt by explication, with International Management Centres Australia. IMCA lacks Australian accreditation as an institution that can award degrees. The thesis can be inspected on the web at http://www.aral.com.au/DLitt/

engagement; collaborative performance improvement, personal and professional development; leadership development; and much more. In almost all of this work I use an action learning / action research approach. I have a particular interest in the use of action learning and participative action research for leadership development and cultural change.

In almost all of this work, attention was given to transferring my intervention skills to the participants of the client organisation or system.

Details of a small sample of specific consultancy contracts follows —

- In-house workshops on facilitation for a variety of organisations, including training and consultancy organisations.

- Organisational diagnosis and strategic planning for an advocacy NGO.

- Visioning activities for not-for-profit non-government organisations.

- Advising the Electoral Commission in a developing nation on the use of action learning to improve their electoral system.

- Advice on organisational structure and culture for a fast-growing NGO.

- Team coaching for a number of executive teams, with a focus on more effective team decision-making (among other applications).

- Facilitation of regular or semi-regular meetings with senior leadership teams in a number of organisations, to assist those teams to improve their teamwork, their collective decision making and their leadership performance.

- Cultural change and leadership development in a University faculty using action learning.

- Facilitation of two projects in a state government department using Cognitive Edge (formerly Cynefin) complexity methods to improve financial management and business planning.

- Facilitating the use of Cognitive Edge complexity methods to address some intractable issues in the energy industry.

- Facilitating planning, problem solving and decision making for the senior management team for a state government department.

- Leadership and professional development coaching for clients in a variety of official roles, including for technical and professional staff promoted to managerial positions.

- Mentoring for internal and external change agents and consultants.

- Design and delivery of a leadership development program (using action learning and associated just-in-time skills-development workshops) for management teams within a large state government unit. This included coaching of action learning project teams.

- Design of a change manual for a large local government organisation, program design and delivery to orient people to the use of the manual, and

skills development and coaching for internal change agents in change and teamwork skills.

- Evaluation of an innovative leadership development program in Cape York.
- Evaluation of action learning programs (the programs were designed and managed by other consultants).
- Mentoring the evaluation (using action research) of a variety of service delivery programs.
- Design and implementation of community consultation projects in both urban and rural settings for clients who include major state government departments and shire councils, among others.
- A cultural change program for a major Australian bank.
- Design and conduct of a performance management training package for a government funded Corporation (for both individual and team performance planning).
- Planning and conducting a workshop on "The learning organisation" for both the Public Service Commission in Canberra and the Public Service Commissioners Office in Darwin.
- Facilitating action research/action learning programs in a number of government departments and units, federal and state.
- Facilitation of decision-making or strategic planning workshops for a variety of voluntary organisations in the community sector and elsewhere, including for 200 participants consisting of people with disabilities, their carers, and other people in that field.
- Consultancy skills training as part of a cultural change program in two large organisations, one a public authority, the other a national manufacturing company.
- Leadership development for managers in an NGO, mainly using action learning processes within intact teams. This work was also augmented by skills-development workshops on skills and processes requested by the participants.

In these consultancies the emphasis has been on robust techniques that can be used participatively, and can be learned and used subsequently by the clients.

I also draw attention to the use, in 29 years of full-time university classroom work (and some part-time and casual work since then), of experiential methods in organisational psychology and change management. See "Teaching" below.

My reputation in consultancy has been recognised in a number of ways. For example, the Australian and New Zealand Psychodrama Institute (which contains many very skilled facilitators) chose me to facilitate a major 3-day

planning exercise for them in 1992. By invitation, I recently (2021) conducted a review of the Melbourne campus of Psychodrama Australia. In 1983, Tim Dalmau and I were chosen by the Department of Industrial Relations to write a book on consultancy for their training staff. (This was revised in 1987 and 1990). Tim Dalmau and I were also asked to present the keynote workshop at the Second World Congress on Action Learning in 1992.

Scholarship

My approach to scholarship is to ally my theory closely to my practice. Most of my theoretical contribution consists of robust processes for action research, diagnosis, strategy formulation, evaluation and change, together with supporting principles and concepts. In my writing, I have sought to bring this to the attention of the practitioner community, who are in the best position to use it and critique it.

Here are some examples of my contributions to integrated theory and practice—

- A face-to-face version of Delphi, for use in generating agreement amongst people or groups who disagree, including for forecasting.

- A short version of a search workshop, used for participative strategic planning, visioning and goal setting.

- Convergent interviewing: an interviewing technique that allows the collection, analysis and interpretation of information within an action research framework. This is widely used, nationally and internationally, with well over 1000 papers using it having been published.

- A participative version of group feedback analysis, a group-based substitute for an attitude survey.

- A robust and learnable conflict management process.

- A communication skills package that combines the qualities of assertion and effective listening in a teachable format.

- Structured processes based on the concepts of Chris Argyris and Donald Schön, which can be used by people who have only moderate facilitation skills.

- An approach to action research which is flexible and efficient enough to be integrated into the day to day processes of practitioners, and robust enough to yield assured data.

- An approach to action learning in which the action learning teams become self-managed within a few meetings; through self-management, the participants learn skills of participative problem solving and decision making.

- An evaluation method suitable for participative use, which combines outcome, process, short-cycle and meta-evaluation within a single step-by-step process.

All of these techniques have developed in conjunction with my practice. Many of them are in use in the local practitioner community, and some of them are more widespread. Many of them have been able to be refined in the light of feedback from those practitioners.

Thesis supervision

Since the mid 1970s I have supervised, co-supervised and examined a substantial number of theses at honours, masters and doctoral levels. I am also asked from time to time to join supervisory panels, especially to advise on action research or other qualitative methodologies. This is at universities that include Southern Cross University, University of Queensland, and Queensland University of Technology, among several others.

Earlier experience included supervising a number of action research theses conducted by candidates studying a coursework masters program in organisational psychology at University of Queensland and (later) Griffith University. Concurrently, I have developed processes for action research that combine the high levels of rigour needed for theses and dissertations with the flexibility needed for research which accompanies participative community and organisational change.

Service to community and profession

The thrust of my activities in the profession and the community has been to encourage the application of "social technologies" for strategising, training, evaluation and the like within organisations and communities. To this end, I maintain contact with networks of practitioners (including past students) and clients, and help them to apply my own and other processes. In recent years, much of this has been directed towards the application of action research to improve practice.

Professional activities include the following —

- Maintaining electronic newsgroups for action research, and facilitation.
- Offering each semester a public on-line email-based course in action research and evaluation ("areol": action research and evaluation on line). See http://www.aral.com.au/areol/
- I was a member of the editorial panel for the *Sage encyclopedia of action research* edited by David Coghlan and Mary Brydon-Miller (2014), published by Sage.

- Formerly a series editor of *Action Research Case Studies*, a refereed monograph, and an associate editor for the ALAR journal, the official journal of the Action Research, Action Learning Association.

Teaching

I believe that the term "teaching" is a misnomer. I assume that teachers don't teach — learners learn. "Teachers", so called, create environments in which learning is enabled and encouraged and rewarded.

My approach to doing this is to use innovative adult education methods that balance challenge with guidance and support. All classes have had built-in evaluation and review processes conducted in the style of action research. Many of the class experiences take place in small groups organised along the lines of action learning teams. Therefore they improve from week to week, and from semester to semester.

Prior to taking up positions at Griffith University and Southern Cross University at the beginning of 1995, I had 21 years experience as a lecturer at the University of Queensland. This was preceded by two years part-time experience at the Queensland University of Technology. Now retired from Griffith University I have an appointment as Adjunct Professor at Southern Cross University.

Over my time at university I have designed and taught a variety of subjects, but mostly in the area of processes, skills and theories for participative community and organisational change. Some illustrative subject titles are social consultancy, evaluation and action research, intervention techniques, and group facilitation, including more general subjects in the area of methodology and organisational psychology.

My contribution to learning has been recognised in a number of ways:

- A part time secondment to Griffith University to help in the early formulation of the current undergraduate program in applied psychology.

- Inaugural "Adult educator of the year" 1989, in recognition of my contributions to adult education.

- Invited addresses on teaching, at the Tertiary Education Institute at the University of Queensland, The Centre for Advancement of Learning and Teaching (Now the Griffith Institute of Higher Education) at Griffith University, and the Centre for Continuing Education and the Office for Research into Academic Methods at Australian National University.

- An invited contributor to a special issue of Studies in Continuing Education, on "Education for change", in 1991.

- I am frequently asked to run off-campus courses in consultancy skills for a variety of participants, in a variety of client groups. Some examples include:

Public Service Commission, Canberra; Department of Human Services and Health; Catholic Education Office; Department of Education, Queensland.

- ■ "Ron Clarke Visiting Lecturer, 1994" in the Faculty of Dentistry at the University of Queensland.

- ■ In 1996 I was, by invitation, on a research team at the University of Queensland researching the implementation, and the costs and benefits, of problem based learning.

- ■ In 1996 I was, by invitation, a member of the planning team for an innovative coursework masters program in organisational psychology at Griffith University, implemented in 1997.

For some years, each trimester I facilitated an on-line unit in action research for Southern Cross University. This was a double unit postgraduate subject within the SCU Business School. As mentioned above, the course is still offered as a free public course (without assessment or university credit) by email twice a year

Referees

Professor Jeff Dunn AO
Chair and Rsch Program Director
Uni. of S. Queensland, Springfield
jeff.dunn@usq.edu.au

Jeff has first-hand knowledge of my capacity to advise executive teams. He knows of other work that I have done with teams and individuals for leadership development, skills development, and for other purposes.

Jacqui Kelly
Non Executive Director
UnitingCare Queensland

jaqanne.kelly@gmail.com

Jacqui Kelly was CEO of Lutheran Community Care when I did some consulting there. She has first-hand knowledge of my consultancy work, and has attended workshops I have facilitated.

Professor Tricia Vilkinas
University of South Australia
08 8302 0800
patricia.vilkinas@unisa.edu.au

Tricia Vilkinas was a postgraduate in courses I convened and we team-taught other classes; she has since seen me facilitate workshops and is familiar with other work I do, including PhD supervision in Singapore for University of South Australia.

Biographical details

Qualifications	BA (First class honours in psychology), University of Queensland, 1969
	MA (Psychology), University of Queensland, 1983
	DLitt, International Management Centres Association, 2005 (Note that IMCA is not accredited as a degree-granting institution in Australia)

Personal details

Born Toowoomba, Qld., 10 July 1935. Australian citizen

Living in a permanent relationship for 46 years

Appendix

Publications and other contributions to knowledge

I have omitted earlier publications and internal university publications.

Journal articles and book chapters

[I] = invited publications   [R] = refereed publications

B. Dick (2021). Facilitating participatory research. In D. Burns, J. Howard and S.M. Ospina (Eds), *The Sage handbook of participatory research and inquiry* (pp 207-219). Los Angeles, CA: Sage. [I] [R]

B. Dick (2019). Action science. In O. Zuber-Skerritt and L. Wood (Eds.), *Action learning and action research: genres and approaches* (pp 143-161). Bingley, UK: Emerald. [I] [R]

E. Stringer, B. Dick and J. Whitehead (2019). Worldwide perspectives on action research in education. In C. Mertler (Ed.), *The Wiley handbook of action research in education* (pp 97-113). New York: Wiley. [I] [R]

B. Dick (2019). The promise and future of action research in education. In C. Mertler (Ed.), *The Wiley handbook of action research in education* (pp 439-460). New York: Wiley. [I] [R]

A.J. Cochrane, B. Dick, N.A. King, A.P. Hills, and D.J. Kavanagh (2017). Developing dimensions for a multicomponent multidisciplinary approach to obesity management: a qualitative study. *BMC Public Health*, 17, article 814. doi:10.1186/s12889-017-4834-2   [R]

O. Zuber-Skerritt, L. Wood, and B. Dick (2017). Reflections and future perspectives on action research for sustainable development in a turbulent world. In O. Zuber-Skerritt (Ed.), *Conferences as sites of learning and development: using participatory action learning and action research approaches* (pp 41-53). Abingdon, Oxon, UK: Routledge.   [I]

B. Dick (2015) Action learning and action research for a turbulent future. In J. Kearney and M. Todhunter (Eds), *Lifelong action learning and research: a tribute to the life and pioneering work of Ortrun Zuber-Skerritt* (pp 133-146). Rotterdam: Sense Publishers. [I]

B. Dick and D. Greenwood (2015) Theory and method: why action research does not separate them. *Action Research*, 13(2), 194-197. doi:10.1177/1476750315573594 [I] [R]

B. Dick (2015) Reflections on the SAGE Encyclopedia of Action Research and what it says about action research and its methodologies. *Action Research*. 13(4), 431-444. doi:10.1177/1476750315573593 [I] [R]

B. Dick, S. Sankaran, K. Shaw, J. Kelly, J. Soar, A. Davies, and A. Banbury (2015) Value co-creation with stakeholders using action research as a meta-methodology in a funded research project. *Project Management Journal*, 46(2), 36-46. doi:10.1002/pmj.21483 [R]

S. Sankaran and B. Dick (2015) Linking theory and practice in project management research using action-oriented methods. In B. Pasian (Ed.), *Designs, methods and practices for research in project management* (pp 211-224). Farnham, Surrey: Gower. [R]

B. Dick (2014) Case study. In D. Coghlan and M. Brydon-Miller (Eds.) *Sage encyclopedia of action research* (pp 86-89). London: Sage. [I]

B. Dick (2014) Generalization. In D. Coghlan and M. Brydon-Miller (Eds.) *Sage encyclopedia of action research* (pp 378-381). London: Sage. [I]

B. Dick (2014) Reliability. In D. Coghlan and M. Brydon-Miller (Eds.) *Sage encyclopedia of action research* (pp 683-685). London: Sage. [I]

B. Dick (2014) Transferability. In D. Coghlan and M. Brydon-Miller (Eds.) *Sage encyclopedia of action research* (pp 785-788). London: Sage. [I]

B. Dick (2014) Validity. In D. Coghlan and M. Brydon-Miller (Eds.) *Sage encyclopedia of action research* (pp 803-805). London: Sage. [I]

S. Sankaran, B. Dick, K. Shaw, C. Cartwright, A. Davies, J. Kelly, and B. Vindin (2014) Application of scenario-based approaches in leadership research: an action research intervention as three sets of interlinked practices. *Systemic Practice and Action Research*, 27(6), 551-573. doi:10.1007/s11213-013-9308-6 [R]

B. Dick (2014) *Approaching change one story at a time: 20 stories and insights for coaches, facilitators, trainers and change leaders*. [Edited by Andrew Rixon.] eBookit.

B. Dick (2014) Action research. In J. Mills & M. Birks (Eds.), *Qualitative methodology: a practical guide* (pp 51-65). London: Sage. [I] [R]

B. Dick (2013) Crafting learner-centred processes using action research and action learning. In C. Kenyon & S. Hase (Eds.), *Self-determined learning: heutagogy in action* (pp 39-53). New York: Continuum. [I]

K. Shaw, C.M. Cartwright, S. Sankaran, J. Kelly, B. Dick, A. Davies and J. Craig (2013) Leadership in faith-based aged and community care. *Leadership in Health Services*, 26(4), 312-321. doi:10.1108/LHS-05-2012-0014 [R]

O. Zuber-Skerritt, L. Wood and B. Dick (2012) Action research for sustainable development in a turbulent world: reflections and future perspectives. *ALAR Journal*, 18(2), 184-213. [I] [R]

J. Zhao, R.A. Wight and B. Dick (2012) A practitioner in the academy: an interview with Bob Dick. *Action Research*, 10(4), 432-448. doi:10.1177/1476750312464793 [I]

B. Dick (2012) Action research and action learning for an uncertain and turbulent world. In O. Zuber-Skerritt (Ed.), *Action research for lifelong learning: sustainable development in a turbulent world*. Bingley, UK: Emerald. [I]

B. Dick (2011) Action learning. In S. O'Toole, N. Ferres & J. Connell (Eds.), *People development: an inside view — developing individuals, leaders and organisations*. Melbourne: Tilde University Press. [I] [R]

B. Dick (2011) [Review of] Grounded theory: a practical guide. Birks, M. and Mills, J. (2011). SAGE, London. *International Journal of Multiple Research Approaches*, 5(2), 284. [I]

B. Dick (2011) Organisational survival and improvement through resilience. In M.J. Celinski, & K.M. Gow (Eds.). *Continuity versus creative response to challenge: the primacy of resilience and resourcefulness in life and therapy*, 307-325. New York: Nova Science Publishers. [I] [R]

B. Dick (2011) Action research literature, 2008-2010: themes and trends. *Action Research,* 9(2), 122-143. [I]

B. Dick (2011) Middle management leadership development through action learning. *Southern Institute of Technology Journal of Applied Research*, Special AR Edition. On line, retrieved from http://sitjar.sit.ac.nz/ [I] [R]

B. Dick (2009) Action research and new media concepts. *International Journal of Action Research*, 5(2), 215-225. [R]

B. Dick (2009) Action research literature 2006-2008: themes and trends. *Action Research*, 7(4), 423-441. [I]

B. Dick, E. Stringer, and C. Huxham (Eds.) (2009) *Theory in action research*. Special issue *Action Research*, 7(1). [R]

B. Dick, E. Stringer, and C. Huxham (2009) Theory in action research. *Action Research*, 7(1), 5-12. [R]

B. Dick, E. Stringer, and C. Huxham (2009) Final reflections, unanswered questions. *Action Research,* 7(1), 117-120. [R]

B. Dick (2007) Action research as an enhancement of natural problem solving. *International Journal of Action Research*, 3(1-2), 149-167. [I] [R]

B. Dick (2007) What can grounded theorists and action researchers learn from each other? In Bryant, Antony, and Charmaz, Kathy, eds, *The Sage handbook of grounded theory*, 370-388. Thousand Oaks, Ca.: Sage. [I] [R]

B. Dick (2007) Whatever happened to bureaucracy? And why does it matter? In Glendon, A. Ian;, Myors, Brett; and Thompson, Briony M., eds., *Advances in organisational psychology: An Asia-Pacific perspective*, 209-219. Brisbane: Australian Academic Press. [I]

B. Dick (2007). Foreword. In Kock, Ned, (ed.), *Information systems action research: an applied view of emerging concepts and methods*, xvii-xviii. New York: Springer.

S. Sankaran, S. Hase, B. Dick, and A. Davies (2007) Singing different tunes from the same song sheet: four perspectives of teaching the doing of action research. *Action Research*, 5(3), 293-305. [R]

S. Sankaran, S. Hase, B. Dick, and A. Davies (2006) Reflections on developing an offshore, action research/learning-based Ph.D. program. *Action Learning: Research and Practice*, 3(2), 197-211. [R]

B. Dick (2006) Achieving understanding and change with action research. *Of Substance*, 4(4), 26-27. [I]

B. Dick (2006) Action research literature 2004-2006: themes and trends. *Action Research*, 4(4), 439-458. [I]

B. Dick (2004) Action research literature: themes and trends. *Action Research*, 2(4), 425-444. [I]

H. Ward, D. Shum, B. Dick; L. McKinlay, and S. Baker-Tweney (2004) Interview study of the effects of paediatric traumatic brain injury on memory. *Brain Injury*. 18(5): 471-495. [R]

M.C. Williams, with B. Dick (2004) *Write a doctoral thesis about work: professional action research, a creative reader introducing rich modelling*. Cottlesloe, WA: Resource Press. [I]

G. Roberts and B. Dick (2003) Emancipatory design choices for action research practitioners. *Journal of Community and Applied Social Psychology*, 13(6), 486-495. [R]

B. Dick (2003) Rehabilitating action research: Response to Davydd Greenwood's and Björn Gustavsen's papers on AR research perspectives in Concepts and Transformation, 7 (2), 2002 and 8 (1), 2003. *Concepts and Transformation*, 8(3), 255–263. [I] [R]

B. Dick (2003) Structured focus groups. *ALAR Journal*, 8(1), 33-49. [I]

B. Dick (2002) [Review of] Wadsworth, Yoland, ed. (2001) *The essential U&I*. Melbourne: Victoria Health Promotion Foundation, 2001. *ALAR Journal*, 7(2), 106-112. [I]

B. Dick (2002) Postgraduate programs using action research. *The Learning Organization*, 9(4), 159-170. [Special issue on action learning and action research; O. Zuber-Skerritt, editor.] [I] [R]

B. Dick (2001) Introduction to Part 1, Concepts. In S. Sankaran, B. Dick, R. Passfield and P. Swepson (2001) *Effective change management using action learning and action research: concepts, frameworks, processes, applications*. Lismore, NSW, Australia: Southern Cross University Press.

B. Dick (2001) Action research: action and research. In S. Sankaran, B. Dick, R. Passfield, and P. Swepson, eds., *Effective change management using action learning and action research: concepts, frameworks, processes, applications*. Lismore, NSW, Australia: Southern Cross University Press. [21-27]

S. Sankaran, B. Dick, R. Passfield and P. Swepson, eds. (2001) *Effective change management using action learning and action research: concepts, frameworks, processes, applications*. Lismore, NSW, Australia: Southern Cross University Press.

B. Dick (2001, October). Utopia made practical? Action research comes of age. Review essay: Peter Reason & Hilary Bradbury (Eds.) (2001). Handbook of action research: participative inquiry and practice [32 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 3(1). Available at: http://www.qualitative-research.net/fqs/fqs-eng.htm [I] [R]

B. Dick (2000) Postgraduate programs using action research. In Zuber-Skerritt, O. (2000) *Action learning, action research and process management: theory, practice, praxis*. Brisbane: Action Research Unit, Faculty of Education, Griffith University. [pp 67-83] [I]

S. Hase, A. Davies, and B. Dick (1999) The Johari window and the dark side of organisations. *UltiBASE*. Available at http://ultibase.rmit.edu.au/Articles/aug99/hase1.htm [R]

B. Dick, L. Godden, K. Healy and M. Le Brun (1996) The use of action research in developing curricula in Law: convergent interviews and the "Offices" project. *The Law Teacher*, 30(1), 28-43. [R]

B. Dick, L. Godden, K. Healy and M. Le Brun (1993) A case study of the "Offices" project (teacher-less, cooperative learning groups) at Griffith University: implementing educational theory. *Legal Education Review*, 4(2), 273-297. [R]

B. Dick (1992) Practising what we preach: identifying the gaps between espoused and actual values. *The Australian Values Institute Journal*, 1(4), 27-31. [I]

B. Dick (1991) Educating the change agents. *Studies in Continuing Education*, 13(2), 139-152.   [I] [R]

B. Dick (1990) Democracy for learners. In B. Smith, ed., *Management development in Australia*. Sydney: Harcourt Brace Jovanovich [pp 140-148]. [I]

B. Dick (1990) Planning your own development. In B. Smith, ed., *Management development in Australia*. Sydney: Harcourt Brace Jovanovich [pp 260- 266]. [I]

A selection of conference and working papers

B. Dick, S. Sankaran, K. Shaw, J. Kelly, J. Soar, A. Davies, and A. Banbury (2014) Action research as metamethodology: managing the complexity of an applied research project. *Proceedings, EURAM 2014 conference*, Valencia, Spain, 4-7 June.

S. Sankaran, B. Vindin, K. Shaw, B. Dick, A. Davies and C. Cartwright (2013) Using delphi as a democratic research method facilitating involvement to investigate leadership capability development in Australia. *Proceedings,*

EURAM 2013 conference, Galatasaray University, Istanbul, Turkey, 26-29 June 2013.

J. Soar, S. Sankaran, K. Shaw and B. Dick (2012) Investigating leadership capability development: In faith-based not-for-profit organisation providing aged and community care in Australia, 2012 *European Academy of Management Conference*. Rotterdam, 6-8 June 2012

S. Sankaran, B. Dick, K. Shaw, C. Cartwright, A. Davies, J. Kelly, and B. Vindin, (2012). Scenario planning and analysis in practice: investigating leadership development using action research in faith-based not-for-profit organisations in Australia. 2012 *European Academy of Management Conference*, Rotterdam, 6-8 June.

B. Dick (2007) The best of both worlds: academic rigour, practitioner relevance. Invited keynote address, AQR conference, 13-14 November, Melbourne. [I]

B. Dick (2007) Organisational sustainability. Invited keynote address, Organisation Development Australia Conference, 18-19 October, Kalorama, Victoria. [I]

B. Dick (2006) Story for diagnosis and intervention. Invited paper, AFN Conference, Geelong, 5-6 December 2006. [I]

B. Dick (2003) What can action researchers learn from grounded theorists? Paper prepared for the research symposium at the Australian and New Zealand ALARPM/SCIAR conference, Gold Coast, 4-5 May 2003. Available on line at http://www.scu.edu.au/schools/gcm/holdfolder/1waves_bd.doc [I, R]

A. Davies, B. Dick, S. Hase, S. Sankaran, M. Gloster and R. Kwok (2000) Problem-based learning with academic accreditation: a flexible postgraduate program for managers and practitioners using action research at the workplace. *Proceedings*, ASET-HERDSA Conference, Toowoomba, 2-5 July 2000, 165-171. Available at http://cleo.murdoch.edu.au/gen/aset/confs/aset-herdsa2000/procs/davies.html [R]

B. 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. Published on the web at http://www.latrobe.edu.au/www/aqr/offer/papers/BDick.htm [R]

B. Dick (1996) Evaluation as action research: evaluation that achieves change. AIC Conference Performance driven evaluation in the public sector. Sydney, 19-20 February 1996. [I]

B. Dick and A. Davies (1995) Thesis supervision at a distance: the potential of email. Open Learning Conference, Ballina, June 4-6, 1995.

B. Dick (1995) Action research and electronic networks. In S. Pinchen and R. Passfield (eds.) Moving on: creative applications of action learning and action research. Mt Gravatt, Queensland: Action Learning, Action Research and Process Management Association Inc., 94-101.

A. Bish and B. Dick (1992) Reflection for everyone: catering for individual differences. Reflective practices in higher education conference, Collection of papers, Brisbane, 133-153.

B. Dick (1992) Qualitative action research: improving the rigour and economy. In Christine S. Bruce and Anne L. Russell, eds., Transforming tomorrow today: 2nd World Congress on Action Learning. Brisbane: Action Learning, Action Research and Process Management Association Inc., [pp 432-435].

B. Dick (1992) Qualitative evaluation for program improvement. In Managing program evaluation, conference proceedings. Sydney: Institute of International Research [pp.109-128].

B. Dick (1991) Recognise and remedy staff problems. Speakers papers, International Accountants in Government Convention, Gold Coast, 12-15 November 1991, 325-330.

B. Dick (1991) The community perspective.. In Towards a consultation protocol: a one-day seminar and workshop (Royal Institute of Public Administration, Australia, 6 December 1991) Brisbane: Auscript, 44-54. [Distributed on computer disk]

T. Dalmau and B. Dick (1991) The place of small groups in cultural change. In Australia: will it work, Papers from the 31st AAACE National Conference. Melbourne: Australian Association of Adult and Community Education, 53-70.

Invited addresses and workshops

B. Dick (2012) Multiple action learning teams for community engagement and community improvement. 2-hour workshop, Brisbane Learning Network, Brisbane, 1 November 2012. [I]

B. Dick (2012) Introduction to action learning and action research. Half-day pre-conference workshop, ALARA Conference, Sydney, 3-4 September 2012. [I]

B. Dick (2011) Crafting agreement from disagreement. 1½ hour workshop, AFN Conference, Notre Dame University, Fremantle, 4-6 November 2011. [I]

B. Dick (2009) Facilitating action learning for the culturally appropriate development of leadership and resilience. One-day workshop, AFN Conference, Nelson, New Zealand, 24 November 2009.

B. Dick (2009) Action learning for leadership development and resilience. One-day workshop, ALARA National Conference, Melbourne, 17 September 2009. [I]

B. Dick (2006) Applying the Cognitive Edge models to facilitation and problem solving. Invited workshop, ANZSYS Conference, Blue Mountains, 4-6 December, 2006. [I]

B. Dick (2006) Facilitating creativity when nothing else works: applying complexity theory to facilitation. Invited pre-conference workshop, AFN conference, Geelong, 4 December 2006. [I]

B. Dick (1996) Working with the underlying issues that make conflicts insoluble. Invited workshop, Logan Learners for Life conference, 27 April 1996.

B. Dick, B. Williams, and T. Hall (1996) Understanding organisational culture. Invited workshop, Conference: Tomorrow's workplace — meeting the challenge, Workplace New Zealand, Rotorua, 1 July 1996.

B. Dick (1996) Cultural change workshop. Invited workshop, Conference: Tomorrow's workplace — meeting the challenge, Workplace New Zealand, Rotorua, 3 July 1996.

B. Dick (1996) Bridging differences in the workplace. Invited keynote address, Bridging differences: a conference on psychological type and the MBTI, Sydney, 29 September 1996.

B. Dick (1996) Belbin's team roles. Invited workshop, Bridging differences: a conference on psychological type and the MBTI, Sydney, 29 September 1996.

B. Dick (1996) Systems thinking and action research. Invited keynote address, Systems thinking and organisational learning conference, Monash University, Melbourne, 2 October 1996.

B. Dick (1995) Relationship: a key to meaningful design. Invited keynote address, Design has no boundaries conference, Peaks Crossing, 26-30 September 1995.

B. Dick (2005) Whatever happened to bureaucracy? And why does it matter? The "Practitioner keynote" presentation at the Industrial and Organisational Psychology conference, Marriott Resort, Gold Coast, Queensland, 30 June to 3 July 2005. [I]

B. Dick (2005) A methodology for scientist-practitioners: action research. Invited preconference workshop at the Industrial and Organisational Psychology conference, Marriott Resort, Gold Coast, Queensland, 30 June to 3 July 2005. [I]

B. Dick (2003) The Snyder evaluation process. Workshop facilitated at the Australian and New Zealand ALARPM/SCIAR conference, Gold Coast, 4-5 May 2003.

B. Dick (1995) How to involve your clients. Invited workshop, Design has no boundaries conference, Peaks Crossing, 26-30 September 1995. [I]

B. Dick (1994) Action research: making action researchable. Keynote address, Creative processes in action conference, Brisbane, 10-11 February 1994. [I]

B. Dick (1992) Being creative about cultural change. Keynote address, Creative processes in action conference, Brisbane, 20-21 February 1992. [I]

B. Dick and T. Dalmau (1992) Discussing the undiscussable: improving group effectiveness and openness. Invited keynote workshop, 2nd World Congress on Action Learning. In Christine S. Bruce and Anne L. Russell, eds., *Transforming tomorrow today*. Brisbane: Action Learning, Action Research and Process Management Association Inc. [pp 8-10].

Invited monographs and reports

B. Dick (1998) Action research and evaluation. A paper prepared for the on-line conference on "Innovations in Evaluation and Program Development", The Action Evaluation Research Institute, Antioch University, September 1998. Retrieved 20040807 from http://www.aepro.org/inprint/conference/BDick.html.

S.E. Aldred, M.J. Aldred, L.J. Walsh and B. Dick (1997) *The direct and indirect costs of implementing problem-based learning into traditional professional courses within universities*. Canberra: Commonwealth of Australia. Available at http://www.detya.gov.au/archive/highered/eippubs/eip9709/front.htm

B. Dick (1990) *Individual performance planning.* Module 1 of the Supervisory Skills Training Program Working with others. Australian Broadcasting Corporation.

B. Dick (1990) *Processes for community consultation: a resource document prepared for the use of facilitators and members of local area consultative committees associated with the community consultation project for road planning in Queensland.* Brisbane: Department of Transport.

B. Dick (1990) *Team performance planning.* Module 2 of the Supervisory Skills Training Program Working with others. Australian Broadcasting Corporation.

B. Dick (1989) *Preparing for change*. Module 3 of the Supervisory Skills Training Program Working with others. Australian Broadcasting Corporation.

Privately published works

To allow small print runs, frequent revision, easy access for practitioners, and waiving of copyright, I publish the following documents myself. (I conduct a small specialist publishing company for this purpose).

There are three book-length publications —

B. Dick (2017). *Action learning: using project teams to build leadership and resilience.*

B. Dick and T. Dalmau (1999) *Values in action: applying the ideas of Argyris and Schön*, second edition. [First edition 1990]

B. Dick (1987, 1991) *Helping groups to be effective*.

There are 11 monographs:

B. Dick (1986, 1988) *Mechanisms for democracy in learning*.

B. Dick (1988, 1989) *Jung for sceptics: Jung's psychological types as decision-making preferences*.

B. Dick (1999) *Rigour without numbers: the potential of dialectical processes as qualitative research tools*, third edition. [Previous editions in 1989, 1990]

B. Dick (1990) *Convergent interviewing*, version 3..

B. Dick (1990) *Frameworks for effective third party conflict management*.

B. Dick (with the help of ideas from Frank Denham, Robyn Cross, and Eve Robinson) (2001) *Search: a participative community planning process, including a participant workbook*.

B. Dick and T. Dalmau (1988, 1989) *To tame a unicorn...: recipes for cultural intervention*.

T. Dalmau and B. Dick (1985, 1988, 1990) *A diagnostic model for selecting interventions for community and organisational change*.

T. Dalmau and B. Dick (1987) *Politics, conflict and culture: a journey into complexity*.

T. Dalmau and B. Dick (1989, 1990) *From the profane to the sacred: small groups as vehicles of cultural change*.

T. Dalmau and B. Dick (1990) *Managing transitions: a key to creating effective learning environments*.

Web based material

I maintain one of the three or four premier action research web sites in the world on my home website at

> http://www.aral.com.au/

Most of the material submitted in the IMCA DLitt mentioned above is available on this site at

> http://www.aral.com.au/DLitt/

and there is a complete action research course on this site at

> http://www.aral.com.au/areol/

This document was last revised 20220126