



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

*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;
- the ability to help people learn these skills through innovative and motivating experiential courses, and through coaching; and
- a substantial contribution to the theory and practice of action learning and action research, evaluation, and community and organisational change (mostly through vehicles other than conventional refereed publications).

### *Practice*

I have a national reputation as a consultant in community and organisational change, which I have done for about 40 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 consultation; personal and professional 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.

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\* I have also completed doctoral studies comprising a DLitt 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/>

Details of a small sample of my consultancy work follows —

- In-house workshops on facilitation for a variety of organisations.
- Organisational diagnosis and strategic planning for an advocacy NGO.
- Advising the Papua New Guinea Electoral Commission on the use of action learning to improve the PNG electoral system.
- 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.
- 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 recently 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.

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. 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.

### *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 planning, 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, qualitative research, facilitation and tacit learning.

- 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/areolind.html>
- 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 and Process Management Association.

### 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, 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 strategic planning, visioning and goal setting.
- Convergent interviewing: an interviewing technique that allows the generation of information within an action research framework.
- 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 evaluation method which combines outcome, process and short-cycle evaluation within a single step-by-step process.

All of these techniques have developed in conjunction with my practice. Most of them are in use in the local practitioner community, some of them

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 with the flexibility needed for research which accompanies participative community and organisational change.

### *Teaching*

I believe that the term “teaching” is a misnomer — teachers don’t teach: learners learn. Teachers 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.

Each trimester I currently facilitate an on-line unit in action research for Southern Cross University. This is a double unit postgraduate subject within the SCU Business School.

*Business referees*

Judith Monaghan  
Corporate Capability Division  
Transport and Main Roads  
(07) 3306 7279  
judith.m.monaghan@tmr.qld.gov.au

*Judith is Manager of Corporate Planning in the Department of Main Roads in Queensland. She can comment on my group facilitation, and also has some knowledge of other work I've done in the public sector.*

Jacqui Kelly  
CEO  
Lutheran Community Care  
24 MacDougall Street  
Milton Qld 4064  
0411 724 112  
jacqueline.kelly@lccqld.org.au

*Jacqui Kelly is CEO of Lutheran Community Care. She has also worked as a consultant in private practice, and has had senior line management positions in the private sector. She has first-hand knowledge of my consultancy work, and has attended workshops I have facilitated.*

*Academic referees*

Emeritus Professor Alan Davies  
Southern Cross University  
02 6688 2104  
atdavies@bigpond.com

*Alan Davies and I have co-facilitated a number of workshops, and he has been a participant in other workshops I have conducted*

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.*

*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)

Registered psychologist # 991165

Personal details

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

Living in a permanent relationship for 37 years

## Appendix

### *Publications and other contributions to knowledge*

I have omitted earlier publications and internal university publications.

### **Invited publications in preparation or in press**

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

- B. Dick (in press) 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.
- B. Dick (in press) Action learning. In N. Ferres, S. O'Toole & J. Connell, *People development: developing individuals, managers and organisations*. Melbourne: Tilde Publishing. [I] [R]

### **Recent publications**

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

- 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*. Cottesloe, 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 papers**

- 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](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 (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 (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 (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 (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 two book-length publications —

- 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 at Southern Cross University at

<http://www.scu.edu.au/schools/gcm/ar/arhome.html>

(a mirror of my home website at <http://www.aral.com.au/>)

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

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