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SUMMARY

Dr. Kaplan's specialty is in integrating work and learning for the development of people and organizations. He is a skilled facilitator, coach, organizational development consultant and teacher. He is a partner with Nancy Dixon in Common Knowledge Associates, where he has worked in knowledge management and lessons learned programs for a variety of companies. Prior to Common Knowledge, he was employed at the Idaho National Laboratory (INL) where he worked primarily in the Human Factors research area. He received his doctoral degree (Ed. D.) from The Executive Leadership Program at The George Washington University (GWU), School of Education and Human Development. His dissertation, "The implementation of a self managed work team: an action science investigation," shows crucial linkage between thought and behavior (action), and has been used as text in classes in Administrative Sciences at GWU and in the Department of Management at Johns Hopkins. With over twenty-five years experience in organizational and human resource development, Dr. Kaplan applies state-of-the-art business research perspectives to the design and implementation of strategies, policies, and technologies that increase the quality and productivity of company operations.

RECENT FIELD EXPERIENCE

2001-2004. Partner in Common Knowledge Associates
Knowledge management consulting for companies ranging from oil industry leaders including Chevron, Texaco, and Conoco, to the health care agency Health Insight. Application areas have included lessons learned in mid-stream technologies, knowledge sharing between transition teams involved in merger, an after action review for deep water oil exploration teams, and sense-making meetings for health care providers. Dr. Kaplan also led a phone based conference providing and introduction to knowledge management for a Corning Glass Works group designing a global knowledge development initiative.

EARLIER FIELD EXPERIENCE

1994 - 2001. Working at the Idaho National Environmental and Engineering Laboratory, Idaho Falls, Idaho. Employed by Bechtel BWXT Idaho, LLC (BBWI), and Lockheed Martin Idaho Technologies Company (LMITCO).

Dr. Kaplan was an Advisory Scientist in the Human Factors Research Organization at BBWI. His research and consulting involved building and using collaborative tools for scientific & technical inquiry, and solving human and organizational problems in knowledge management. In his last year with BBWI, he lead two root cause analysis studies using behavioral interviews related to safety issues at the INEEL. He was co-designer and session leader of a group process to rank $21M in research and development projects in the face of possible funding reductions. He was the principal investigator for three R&D Capability Assessments in the past seven years, one of which was recognized by the Galvin Commission as the best assessment in the DOE system. His last capability assessment was central in the INEEL conversations with Dr. Moniz, Science Advisor to the Secretary of Energy, regarding the future of the INEEL.

He earned the LMITCO Award for Excellence in 1998 for his work with Dr. Ray Enge, Director of Strategic Planning, and Dr. Harold Blackman, Chief Engineer, as a principal planner/designer for the Decision-Makers Forum. The forum was organized by Senator Domenici of New Mexico to consider the future of nuclear energy technology in the U.S. Dr. Kaplan also participated in a project sponsored by LMITCO President John Denson to involve top management at INEEL in developing a renewed mission and purpose for the Laboratory.

Dr. Kaplan's researched and consulted regarding the concept of the "honest broker" and its role in organizational development for science and technology integration. The honest broker concept includes the notion of fair treatment in situations with a variety of stakeholders across disciplines and emphasizes the importance of appropriate processes in deliberations. He has additional interest in organization development in general—the creation of productive interactions that promote learning and dialogue.

Dr. Kaplan's other research efforts for Lockheed included researching the requirements for distributed work support tools (GroupWare), and putting together a national team to define technological requirements for waste management systems in the Mixed Waste Focus Area. In 1996, Dr. Kaplan received two Lockheed Excellence Awards. One award was for his unique contributions in facilitating team and consensus building for the Independent Safety Review Team, headed by Chief Engineer Derek Moore, that conducted a site-wide review of company safety practices. His second award in 1996 was for outstanding leadership in a company-wide review of indirect programs and budgets.

1978 - 1994. Working at the Idaho National Engineering Laboratory, Idaho Falls, Idaho. Employed by EG&G Idaho, Inc.

In the early 1990s, Dr. Kaplan represented INEEL Chief Scientist Dr. Clay Nichols as a contributor to the Laboratory Directors' whitepapers to the Galvin Commission regarding the importance and competencies of the DOE National Laboratory System. He also completed an assignment to the United States Department of Energy Headquarters, Office of Technology Development, where he spearheaded the development of the strategic and implementation plans for environmental restoration and waste management current workforce development.

Prior to 1990, Dr. Kaplan established EG&G Idaho's first internal organizational research and development function, and successfully completed projects in areas including Office Automation, Organizational Performance, Quality Circles, Productivity, and Quality of Work Life. His work identified performance predictors, and addressed problems significantly impacting organizational performance. He initiated and enhanced a company-wide

survey feedback process, establishing Quality of Work Life baseline measures and improvement systems. Dr. Kaplan was team leader for a "Blue Ribbon" Panel of the Nuclear Regulatory Commission that assessed work climate related to Quality Control in a commercial nuclear power plant.

The following is a list of specific projects Dr. Kaplan managed or contributed to before 1990:

Team Performance (October 1990). Reviewed and synthesized literature related to team performance, especially as related to the control room crew in a nuclear power plant. Judged that current empirical literature would not support objective external evaluation of teamwork processes for performance prediction.

Human Performance Concerns at Rocky Flats Plant (November-June 1990). Employed “behavioral interviews” to identify most significant human performance concerns related to the safety envelope defined in the Safety Analysis Report (SAR) for the Rocky Flats Plant. Special focus was on those concerns requiring resolution prior to resumption of operations.

DOE Mishap Prevention Program (May-October 1989). Principle Investigator for assessment of DOE human error information needs. Evaluated existing systems and produced a preliminary design of the required system. Pilot study lead into a major and award winning DOE lessons learned program.

"Safety First" Attitudes at an Operating Nuclear Reactor (December 1987). A report to EG&G's General Manager of employee's attitudes and perceptions at an operating nuclear facility in the midst of significant change. Employed “critical incident” techniques for safety assessment.

Asynchronous Computer Conferencing for the Engineering Officers Advanced Course (EOAC) of the United States Army (August 1987). Designed, developed, and implemented an instructor training program for the Army Research Institute Asynchronous Computer Conferencing project. Delivered a comprehensive report of year one efforts on this multifaceted research project, evaluating the feasibility of Computer Conferencing for the remote delivery of Army training.

On-line Process Observation (October 1987). Presentation to Human Factors Society National Conference in New York City. Outlined some of the challenges and opportunities of observing human interaction in a remote learning environment. The relevance of traditional models to new media was explored and implications for the future were identified.

Introduction to Computer Conferencing (October 1986). Designed and produced an on-screen production to the Asynchronous Computer

Conferencing Project. The program was loaded onto the computers of new students to provide a friendly introduction to the project for the soldiers, their spouses, and their families.

Systems Approach to Training in the United States Marine Corps (February - May 1987). Interviewed and summarized perceptions of USMC training personnel regarding improvement needs for their SAT Control and Information Management.

Reorganization Study. Electronics & Electrical Division (May - June 1986). Facilitated a series of meetings that led to a new organization structure, collapsing three organizations into two and reducing the overall number of managers.

Quality Control at TVA: Watts Bar (May - June 1986). Organization assessment provided to EG&G Quality Manager at Watts Bar. Focus on cultural adaptation issues.

General Information Meetings: An Evaluation (January 17, 1984). Report to the General Manager. Consultant to a Task Force that examined the purpose and track record of previous attempts to provide management information to larger groups on a regular basis. Led to experimentation with more efficient methods, including the expansion of EG&G's Science Seminar Series.

A Groundwork for Strategic Planning (December 1985). Designed and facilitated off-site meeting of senior managers. Used open system planning model, aimed at generating strategic thrusts around which 5-year plans could be developed.

Planning Meeting for the Employee Opinion Survey Issues (October 1985). Designed and facilitated senior management meeting in which company level response to survey data was developed.

NRC Intimidation Task Force (November 1984 - August 1985). Served advisor for NRC in formulating their position on intimidation aspects of the Comanche Peak licensing hearings.

Company Value System (August 1983). Presentation to General Manager of EG&G Idaho regarding potential pitfalls and opportunities in introducing a value-based management system.

Start-up of a New General Management Team (September – December 1983). Off-site meetings and process consultation regarding role definition, group norms, and procedures.

LOFT Employee Action Team (September 1983 - May 1984). Served as advisor to Division Manager and team regarding improvement of quality of work life through this parallel organization structure.

Job Design Survey (December 1982). Administered survey to Automated Office Systems (AOS) Pilot Project and comparison group members. Assessed change in secretarial jobs brought about by the introduction of new technology. Under Dr. Kaplan's facilitation, an AOS Users Committee was also established. This group was key to a smooth and successful technology introduction.

The Impact of Office Automation on People and Their Jobs (October 27-28, 1981). Invited presentation for the U.S. Department of Energy's Office Automation Conference, San Francisco. Considerations, issues and lessons learned from a systematic pilot project

Female Professionals Face Special Challenges (1981). Interviewed female professionals in Code Assessment and presented results in a feedback/action planning session. Focus was on impact of opportunity, power, and numbers.

Business Organizations as Open Systems (September 1980). Invited presentation to the Human Factors Society of Idaho Falls. Outlined an organization analysis methodology and the relationship between various organizational functions.

Management Feedback Profile (Fall 1979). Dr. Kaplan designed and implemented this 61-item survey to highlight management and organization issues in several work groups, followed up with management development and team-building interventions.

Women's Program Task Force (Spring 1979). This Task Force defined the need for and methodology to establish a women's program at EG&G Idaho. Report to the General Manager issued March 19, 1979. Established Women's Coordinator position in the EEO Office.

EDUCATION

Doctorate in Education (Ed. D.), January 2000, The George Washington University, Executive Leadership Program in Human Resource Development (ELP), School of Education and Human Development. The ELP is a research-based program requiring dissertation research and a written thesis that includes a public defense of the research significance, methods, and findings. Courses in the ELP include: Analysis of Organizational Learning (An integration of classical Organizational theory); Adult Learning (Motivation, Cognition, Values); Quantitative Methods III (Inferential Statistical Techniques); Quantitative Methods IV (Advanced Research Design);

Qualitative Research (Case Study Design, Ethnography, Site Selection and Sampling); Independent Research (Social Psychology of Organizing, Symbolic Interactionism, Social Construction of Reality); International and Multi-Cultural Human Resource Development (Global Business Perspectives); Action Science I (Mental Models, Causal Reasoning, Advocacy and Inquiry); Action Science II (Human Interaction Skills, diagnosing organizational defensive routines, system maps of tacit reasoning). Visiting Professors included Carl Weick, Marshal Sashkin, Gareth Morgan, Harry Levinson, Daniel Denison, Robert Putnam, Reg Revins, Richard Hackman, Edward Lawler III, Marvin Weisbord, Peter Vail, and Jerry Harvey.

M. S. Organizational Development (MSOD), Pepperdine University, College of Business and Management (1981). The MSOD was a practitioner-oriented program that focused on the application of Organizational Behavior knowledge to the practical problems facing contemporary organizations. Courses included Organizational Diagnosis, Structural Systems of Organizations, Organizational Cultural Systems, Planned Change Theories, Small Group Behavior, Personal Growth, Consultation Skills, and Applied Action Research. Visiting Professors at Pepperdine included: Richard Beckhard, Edgar Schein, Newt Margulies, Peter Block, Billie Albin, Tony Raia, Craig Lundberg, and Robert Tannenbaum.

Organizational Behavior, Case Western Reserve University Weatherhead School of Business and Management (1977-1978). Doctoral level courses included Organizational Systems Analysis, Personality Theory, Interpersonal Analysis, Social Analysis, Inquiry and Research.

B. A., Chemistry, University of Cincinnati, (1969).

SPECIAL TRAINING, SEMINARS, AND PROFESSIONAL ASSOCIATIONS

Building Relationships that work: Organizational Effectiveness in Action. This five day advanced workshop was designed to enhance the participants' ability to make progress on the most critical business issues facing their companies. It was a five-day Advanced Workshop presented by The Action Design Institute with Chris Argyris, Philip McArthur, and Robert Putnam at Babson College, Wellesley, MA. (September 1999)

Visual Issue Mapping System Course. Presented by Group Decision Support System, INC. (GDSS). This course demonstrated the use of a shared display (visual issue mapping system) to create shared understanding needed for high quality collaborative decisions. Washington, D.C. (July, 1999)

Tenth Annual Applied Research, Development & Deployment Cleanup and Technology Colloquium. The focus was on building a cohesive, integrated national program to develop and deploy innovative cleanup technologies.

Presenters included Gerald Boyd, Acting Deputy Assistant Secretary, Office of Science and Technology, U.S. DOE. (May 1999)

Organizational Learning in Action II. A Five Day Advanced Workshop presented by The Action Design Institute with Chris Argyris, Philip McArthur, Robert Putnam and Dianna Smith. Babson College, Wellesley, MA. (June 1997)

Organizational Learning in Action: New Perspectives and Strategies. A three-day workshop presented by The Action Design Institute with Philip McArthur, Robert Putnam and Dianna Smith. Babson College, Wellesley, MA. (April 1997)

Sustaining Transformational Change: Organizing for Learning. Presented by the Massachusetts Institute of Technology, Center for Organizational Learning and the Sloan School of Management. Boston, MA. (March 1995)

Advanced Consulting Skills Seminar, A five-day seminar presented by Chris Argyris, Harvard Business School and BYU, Hawaii (May 1993).

Human Interaction Laboratories (T-Groups). Human interaction training was part of the course work in the graduate programs at Case-Western Reserve Business School and at the Pepperdine Business School. Dr. Kaplan also attended three additional labs at the National Training Labs (NTL), and did some very closely related work with John and Joyce Weir (Weir-Labs) and Berry Osry (Power-Systems Labs).

Ecology of Work Conferences. Dr. Kaplan attended the first two conferences, starting in 1983. After that, he periodically took clients to these meetings to introduce them to the Quality of Work Life concepts and processes.

The Organizational Development Network. Dr. Kaplan has attended 15 National Meetings of the Organizational Development Network since 1979.

REPRESENTATIVE PUBLICATIONS AND TECHNICAL PAPERS

Kaplan, B. L. (1999). Understanding Self-Managed Work from an Action Science Perspective. Proceedings of the Conference on Human and Organizational Systems (CHAOS). The George Washington University, Washington, D.C.

Blackman, H., Byers, J., Kaplan, B., Hill, S. (1997). A Learning Organization Captures a Shared Understanding of a Knowledge Domain. Proceedings of the Human Factors Society, 41 st Annual Meeting, October 1997.

Byers, J., Kaplan, B., Gilbert, G. Reece, W. (1996). Requirements for Distributed Work Support Systems. International Council on System Engineering Symposium Proceedings.

Kaplan., B. L., Byers, J. C., Reece, W. J., Gilbert, B. G., Romero, H. A. (1995). Organizational and Human Readiness. INEL-95/270

Kaplan, B. L., ed. (1995). Core Processes of the Applied Engineering and Development Lab. INEL-95/112. April 1995.

Ryan, T., Hill, S., Overlin. T., and Kaplan, B. (September 1994). Workload Underload and Workload Transition as Factors in Advanced Transportation System. EGG-HFSA-11483.

Kaplan, B. L., ed. (1994). Key Capabilities of the Idaho National Engineering Lab. DOE-ID-10487, part 2.

Kaplan, B. L., ed. (1994). INEL at a Glance. DOE-ID-10487, part 3.

Ostrom, L. C., Wilhelmsen, C. & Kaplan. B.L. (1993, April-June). Assessing Safety Culture. Nuclear Safety, Volume 34, No. 2.

Kaplan, B., et al. (1991). Safety Norm Survey, EG&G, Idaho, Inc.

Kaplan, B. (1988). Safety Norms at EG&G Idaho, Inc., EG&G Idaho, Inc.

Kaplan, B., Mecherikoff, M., and Blackman, H., (Fall 1988). Solution Bias in Complex System Modeling. Proceedings of the Human Factors Society.

Kaplan, B., Jones, M. (Fall 1988). Instructor Training for the Computer Mediated Classroom. Proceedings of the Human Factors Society.

Kaplan, B. (December, 1988). Safety Norm Survey. EG&G Idaho Inc.,

Kaplan, B. L. (1987, Fall). On-line Process Observation. Proceedings of the Human Factors Society (Recognized as one of the outstanding public documents of the year, 1989).

Kaplan, B. L., Folkman, J. (1986, Fall) 1986 Personnel Opinion Survey. EG&G Idaho, Inc.

B. Kaplan, D. Bowers, N. Margulies, C. Rice, W. Stratton (September 1985). Comanche Peak Steam Electric Station: Alleged Climate of Intimidation: Supplemental Report. USNRC FIN No. A6819, Docket No. 50-445/2 and 50-446/2

B. Kaplan (August 1985). Manager's Guide to the Personnel Opinion Survey. EG&G Idaho, Inc.

B. Kaplan, J. Folkman, G. Neff (1985). Personnel Opinion Survey. EG&G Idaho, Inc.

B. Kaplan, D. Bowers, N. Margulies, C. Rice, W. Stratton (September 1984). Comanche Peak Steam Electric Station: Alleged Climate of Intimidation. USNRC FIN No. A6819, Docket No. 50-445.

W. Jenkins, B. Kaplan, et al. (November 1981). Automated Office Systems Pilot Project: Final Report. Volumes I & II. EG&G Idaho, Inc., ISP-82-001.

B. Kaplan (August 1981). Supportive Climate and Its Significance for Results Oriented Management. Pepperdine University, in partial fulfillment of the degree Master of Science in Organization Development

TEACHING AND TRAINING EXPERIENCE

Phoenix University. With Nancy Dixon, Dr. Kaplan taught a doctoral seminar on the University of California, San Diego campus for a cohort group of middle managers and senior technical staff from Sweden. The seminar focus was on using action science to design and implement interviews that explore connections between thought and behavior (action) to open up productive conversations and build shared understanding. (July, 2002)

Idaho State University: With Bill Stratton, Dean of the College of Business, Dr. Kaplan taught an MBA 600-level elective in Idaho Falls. The course, "Interpersonal Skills for Effective Organizations," used a case-work approach to help professionals from all fields learn to effectively put their technical knowledge into action when they are required to work with other people on complex problems. The course was offered in a new week-end format, conducted on four Friday evenings and four Saturdays. (Spring, 2000)

The George Washington University. Guest Lecturer for an HRD graduate student cohort in Coaching Skills certificate program. Demonstrated how the effectiveness of coaches are limited by their own theory of action, and that much of what they aspire to achieve with clients requires overcoming their automatic patterns of unilateral control. (Fall, 1999)

Paradigm Consulting Group. In Bergen, Norway, Dr. Kaplan worked with Nancy Dixon to provide an overview of action science skills and models, including the ladder of inference, left hand column case writing, advocacy and

inquiry, model 1 and model 2 thinking and skill sets. The seminar emphasized special competencies needed for systems thinking, and for bringing about the needed collaborations between model builders, subject matter experts, and users. (June, 1998)

Lockheed Martin Idaho Technologies Company: Lessons Learned Evaluation for the Indirect Comprehensive Review Board Core Team. Dr. Kaplan conducted two feedback sessions with Core Team members, and followed up with a series of five seminars in which cases were written regarding actual work experiences. These cases were used as "critical incidents" for learning. (January-June, 1997)

The George Washington University. Dr. Kaplan co-taught the Doctoral Seminar in Action Science with Dr. Nancy Dixon. As guest lecturer, he shared in the course design, lecturing, case analysis and group facilitation responsibilities. He also followed up with students using a distance learning approach to working cases. (May-July 1993).

The University of Idaho, Idaho Falls, Idaho (Spring 1986-Spring 1988). Dr. Kaplan taught the Industrial Supervision course in the spring of 1988. The course focused on the skills and principles of getting work done through people in an industrial setting. His teaching included practical exercises in areas such as problem solving, decision-making, and interpersonal communications. He also assisted Donald Schurman, Ph.D., in teaching this course during the Spring semesters of 1986 and 1987.

EG&G, Idaho. Dr. Kaplan participated in a wide variety of management and organizational development training programs. For example, Dr. Kaplan designed and delivered a series of four customer relations workshops for Human Resource Managers and the EG&G Senior Management Staff (March - May 1986). For the top 30 managers in the company, Dr. Kaplan served as Chairman of the Steering Committee, and was the facilitator for the Division Managers Meeting--an issues oriented discussion group. In the Work Improvement Program (1981-1982), Dr. Kaplan used special training programs to introduce a major quality of work life program into the Water Reactor Test Facility. Dr. Kaplan also was an instructor in the Managing Interpersonal and Team Effectiveness courses (1978-82). He taught modules on organizational change, human interaction, and team development.

Case-Western Reserve University, Cleveland, Ohio. As teaching assistant for Dr. David Kolb, Dr. Kaplan designed and conducted Organizational Psychology training programs for engineers and managers in graduate degree programs. Using the Organizational Psychology text and workbooks written by Dr. Kolb, he helped students learn to apply action research principles to actual organizational problems. Participants gained insights into the practical application of Behavioral Science theory (September-December, 1977).

Indiana State Board of Education, Adult Basic Education Office, Versailles, Indiana (October 1975 to May 1977). As Staff Development Coordinator, Dr. Kaplan researched and initiated individualized program design and enrichment of traditional curricula. Coordinated staff development in three counties served by Adult Basic Education (ABE) program. Assured successful, practical application of program's learnings for all students enrolled. As Community Agent, he developed a needs assessment methodology through which human resource potential of employees and clients were better identified and utilized. Consulted to business and government agencies, establishing an effective referral and inter-organizational communication system. As Adult Education Professional, he recruited, trained and counseled adult education clientele from various ages, educational backgrounds, social strata, and nationalities. Enabled some to gain high school diplomas, others to attain functional literacy.

New Morning: A Learning Community, Cincinnati, Ohio. Dr. Kaplan served as co-director and academic counselor and instructor for this experimental education institution with 70 students who used the city as a learning environment. Dr. Kaplan helped students learn to design their own study programs. He ran "town meetings," helping the whole community learn to begin using consensus decision-making techniques. He also facilitated the merger between a large segment of this institution and the Cincinnati Public Schools (CPS), giving CPS its first alternative program (June 1971 to May 1975).

Prior to 1971, Dr. Kaplan was employed as a teacher of Science and Health with the Cincinnati Public Schools, Cincinnati, Ohio.

DOCTORAL DISSERTATION

The Implementation of a Self-Managed Work Team: An Action Science Investigation. The dissertation examines the difficulties one team faced when it worked as a self-managed team. Difficulties are described from a theory-of-action perspective, showing how patterns of interaction related to inquiry, reflection, and learning can negatively impact a team’s ability to self-manage. This study shows how such patterns come about, and how they can be changed.

CLEARANCES HELD

DOE “Q” and “L” (not current)

ADDITIONAL INFORMATION

Available upon request