Joseph A Raelin

List of Publications by Year
in descending order

80 papers	3,335 citations	172457 29 h-index	155660 55 g-index
90 all docs	90 docs citations	90 times ranked	1657 citing authors

#	Article	IF	Citations
1	What Can Leadership-as-Practice Contribute to OD?. Journal of Change Management, 2022, 22, 26-39.	3.7	3
2	Refining the Ethics of Leadership-as-Practice. Business & Professional Ethics Journal, 2022, 41, 139-156.	0.4	1
3	Leadership-as-Practice: Antecedent to Leaderful Purpose. Journal of Change Management, 2021, 21, 385-390.	3.7	8
4	Action Learning as a Human Resource Development Resource to Realize Collective Leadership. Human Resource Development Review, 2021, 20, 282-288.	2.9	7
5	Toward a methodology for studying leadership-as-practice. Leadership, 2020, 16, 480-508.	1.8	31
6	Hierarchy's subordination of democracy and how to outrank it. Management Learning, 2020, 51, 620-633.	2.1	8
7	Deriving an affinity for collective leadership: below the surface of action learning. Action Learning: Research and Practice, 2019, 16, 123-135.	0.9	4
8	Two Sides of the Same Coin? A Dialogue on the Co-Existence of Hierarchical and Collective Leadership. Proceedings - Academy of Management, 2019, 2019, 13799.	0.1	0
9	Practicing leadership-as-practice in content and manner. Leadership, 2018, 14, 371-383.	1.8	24
10	What are you afraid of: Collective leadership and its learning implications. Management Learning, 2018, 49, 59-66.	2.1	44
11	Leadership-as-practice: Theory and application—An editor's reflection. Leadership, 2017, 13, 215-221.	1.8	33
12	Imagine there are no leaders: Reframing leadership as collaborative agency. Leadership, 2016, 12, 131-158.	1.8	172
13	It's not about the leaders. Organizational Dynamics, 2016, 45, 124-131.	2.6	33
14	Work-Based (Not Classroom) Learning as the Apt Preparation for the Practice of Management. Management Teaching Review, 2016, 1, 43-51.	0.6	18
15	Action Modes of Research. SSRN Electronic Journal, 2015, , .	0.4	1
16	Action learning and the new leadership as a practice. Action Learning: Research and Practice, 2015, 12, 127-130.	0.9	5
17	The Gendered Effect of Cooperative Education, Contextual Support, and Self-Efficacy on Undergraduate Retention. Journal of Engineering Education, 2014, 103, 599-624.	3.0	61
18	The manager as facilitator of dialogue. Organization, 2013, 20, 818-839.	4.8	53

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19	Dialogue and deliberation as expressions of democratic leadership in participatory organizational change. Journal of Organizational Change Management, 2012, 25, 7-23.	2.7	60
20	Threshold concepts and modalities for teaching leadership practice. Management Learning, 2012, 43, 333-354.	2.1	41
21	The End of Managerial Control?. SSRN Electronic Journal, 2011, , .	0.4	0
22	Work‐based learning: how it changes leadership. Development and Learning in Organizations, 2011, 25, 17-20.	0.2	4
23	The End of Managerial Control?. Group and Organization Management, 2011, 36, 135-160.	4.4	54
24	Updating the state-of-the-practice of emotions in management education: The integrated emotions exercise. International Journal of Management Education, 2011, 9, 13-24.	3.9	4
25	Work‐based learning in US higher education policy. Higher Education, Skills and Work-based Learning, 2010, 1, 10-15.	1.6	9
26	Work‐based learning: Valuing practice as an educational event. New Directions for Teaching and Learning, 2010, 2010, 39-46.	0.4	8
27	Seeking conceptual clarity in the action modalities. Action Learning: Research and Practice, 2009, 6, 17-24.	0.9	62
28	Refereeing the Game of Peer Review. Academy of Management Learning and Education, 2008, 7, 124-129.	2.5	52
29	Cooperative education as a means to enhance self-efficacy among sophomores (with particular) Tj ETQq1 1 0.784314 rgBT /Overlock 10 FIE, 2007, , .	0.0	8
30	The Return of Practice to Higher Education: Resolution of a Paradox. Journal of General Education, The, 2007, 56, 57-77.	0.2	9
31	Toward an Epistemology of Practice. Academy of Management Learning and Education, 2007, 6, 495-519.	2.5	275
32	Developmental action learning: Toward collaborative change. Action Learning: Research and Practice, 2006, 3, 45-67.	0.9	22
33	The Role of Facilitation in Praxis. Organizational Dynamics, 2006, 35, 83-95.	2.6	16
34	Does Action Learning Promote Collaborative Leadership?. Academy of Management Learning and Education, 2006, 5, 152-168.	2.5	136
35	Developing Managers as Learners and Researchers: Using Action Learning and Action Research. Journal of Management Education, 2006, 30, 670-689.	1.1	90
36	Taking the Charisma Out: Teaching as Facilitation. Organization Management Journal, 2006, 3, 4-12.	0.9	13

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37	We the Leaders: In Order to Form a Leaderful Organization. Journal of Leadership and Organizational Studies, 2005, 12, 18-30.	4.0	50
38	Don't bother putting leadership into people. Academy of Management Perspectives, 2004, 18, 131-135.	6.8	54
39	Executives Ask: How can organizations best prepare people to lead and manage others?. Academy of Management Perspectives, 2004, 18, 118-120.	6.8	7
40	Should Faculty Be "Managed"?. Academe, 2003, 89, 40.	0.3	5
41	The Myth of Charismatic Leaders. SSRN Electronic Journal, 2003, , .	0.4	3
42	"I Don't Have Time to Think!" versus the Art of Reflective Practice. Strength and Conditioning Journal, 2002, 4, 66-79.	1.4	96
43	Public Reflection as the Basis of Learning. Management Learning, 2001, 32, 11-30.	2.1	272
44	Workâ€based learning in practice. Journal of Workplace Learning, 1998, 10, 280-283.	1.7	44
45	Individual and Situational Precursors of Successful Action Learning. Journal of Management Education, 1997, 21, 368-394.	1.1	42
46	A Model of Work-Based Learning. Organization Science, 1997, 8, 563-578.	4.5	311
47	Action learning and action science: Are they different?. Organizational Dynamics, 1997, 26, 21-34.	2.6	63
48	HOW TO MANAGE YOUR LOCAL PROFESSOR.. Proceedings - Academy of Management, 1995, 1995, 207-211.	0.1	10
49	Three Scales of Professional Deviance within Organizations. SSRN Electronic Journal, 1994, , .	0.4	0
50	Whither Management Education?. Management Learning, 1994, 25, 301-317.	2.1	28
51	Three scales of professional deviance within organizations. Journal of Organizational Behavior, 1994, 15, 483-501.	4.7	35
52	Espoused action: It's a matter of consistency. Business Horizons, 1994, 37, 44-51.	5.2	0
53	Theory and practice: Their roles, relationship, and limitations in advanced management education. Business Horizons, 1993, 36, 85-89.	5.2	19
54	The Persean Ethic: Consistency of Belief and Action in Managerial Practice. Human Relations, 1993, 46, 575-621.	5.4	14

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55	Cross-Cultural Implications of Professional/Management Conflict. Journal of General Management, 1992, 17, 16-30.	1.2	2
56	THE EFFECT OF GRADUATE MANAGEMENT ACTION LEARNING ENVIRONMENTS ON PUBLIC REFLECTIVENESS IN MANAGERIAL PRACTICE. Management Research Review, 1991, 14, 43-48.	0.7	1
57	Academic Freedom and Control. College Teaching, 1991, 39, 26-30.	0.6	2
58	Let's not teach management as if it were a profession. Business Horizons, 1990, 33, 23-28.	5.2	20
59	An Anatomy of Autonomy: Managing Professionals. Academy of Management Perspectives, 1989, 3, 216-228.	6.8	51
60	Unionization and deprofessionalization: Which conies first?. Journal of Organizational Behavior, 1989, 10, 101-115.	4.7	24
61	The Professional as the Executive's Ethical Aide-de-Camp. Academy of Management Perspectives, 1987, 1, 171-182.	6.8	17
62	The '60s Kids in the Corporation: More Than Just "Daydream Believers". Academy of Management Perspectives, 1987, 1, 21-30.	6.8	11
63	An Analysis of Professional Deviance within Organizations. Human Relations, 1986, 39, 1103-1129.	5.4	21
64	Work patterns in the professional life-cycle*. Journal of Occupational Psychology, 1985, 58, 177-187.	1.5	22
65	An Examination of Deviant-Adaptive Behaviors in the Organizational Careers of Professionals. Journal of Library Administration, 1985, 6, 71-95.	1.1	0
66	R&D project termination in high-tech industries. IEEE Transactions on Engineering Management, 1985, EM-32, 16-23.	3.5	16
67	The basis for the professional's resistance to managerial control. Human Resource Management, 1985, 24, 147-175.	5.8	77
68	When To Kill That R&D Project. Research Technology Management, 1984, 27, 30-33.	0.1	19
69	An Examination of Deviant/Adaptive Behaviors in the Organizational Careers of Professionals. Academy of Management Review, 1984, 9, 413-427.	11.7	49
70	An Examination of Deviant/Adaptive Behaviors in the Organizational Careers of Professionals. Academy of Management Review, 1984, 9, 413.	11.7	15
71	An Analysis of the Work Patterns of Salaried Professionals Over Three Career Stages.. Proceedings - Academy of Management, 1984, 1984, 58-62.	0.1	0
72	Building a Career: The Effect of Initial Job Experiences and Related Work Attitudes on Later Employment.. ILR Review, 1982, 35, 616.	2.3	0

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73	A Comparative Analysis of Female–Male Early Youth Careers. Industrial Relations, 1982, 21, 231-247.	1.6	6
74	A comparative study of later work experience among full-time, part-time, and unemployed male youth. Journal of Vocational Behavior, 1981, 19, 315-327.	3.4	4
75	How to Decide When to Abandon a Project. Research Technology Management, 1980, 23, 24-29.	0.1	30
76	A Mandated Basis of Interorganizational Relations: The Legal-Political Network. Human Relations, 1980, 33, 57-68.	5.4	28
77	Leadership-as-Practice: Theory and Application An Editor's Reflection. SSRN Electronic Journal, 0, , .	0.4	2
78	Action Learning and Related Modalities. , 0, , 419-438.		16
79	Unionization and Deprofessionalization: Which Comes First?. SSRN Electronic Journal, 0, , .	0.4	1
80	Update of leadership-as-practice "practice theory" Featuring Joe Raelin Interviewed by Jenny Robinson. Leadership, 0, , 174271502211005.	1.8	1