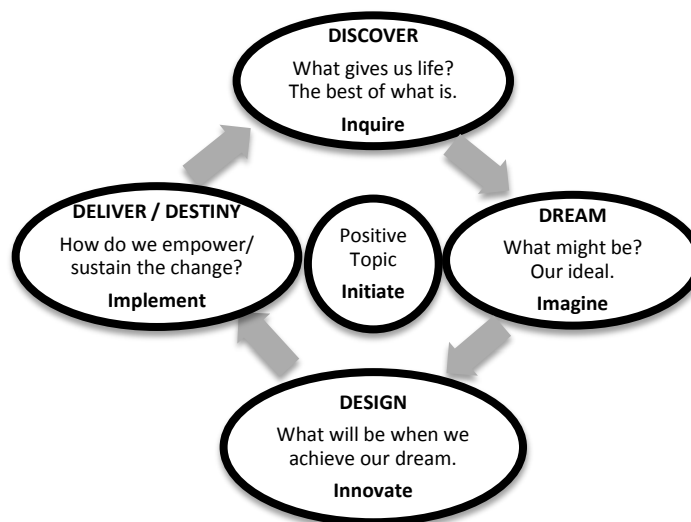


16th Annual Leadership & Management Development Conference
Forward Thinking for Today's Leader
Wednesday, November 5, 2014

A Taste of Appreciative Inquiry



Doing More of What Works

Facilitators:

Mary Hoddy
Academic Staff Emerita
mhoddy@wisc.edu

Tara Cordes
University Health Service
tjcordes@uhs.wisc.edu

1. What Is Appreciative Inquiry?

AI is both a PROCESS and a way of THINKING.

Appreciate + Inquiry

Ap-pre'ci-ate, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; perceive things that give life (health, vitality, excellence) to living systems 2. increase in value, e.g. the economy has appreciated. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

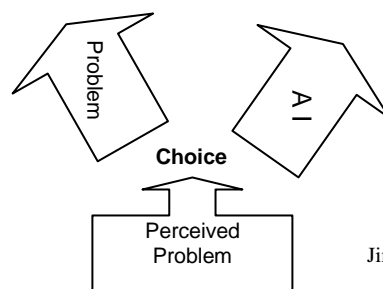
In-quire, (kwir), v., 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVER, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

Excerpt from [A Positive Revolution in Change: Appreciative Inquiry](#) by David L. Cooperrider & Diana Whitney.

AI seeks to discover the root causes of success rather than the root causes of failure. Jim Taylor, Rolyat Corp LTD

Take Aways:

- Practice the beginning of an Appreciative Inquiry process
- Analyze some of the assumptions as to WHY appreciative inquiry works
- Consider some practical ways to apply AI without knowing the whole model



Jim Taylor, Rolyat LTD.

To Begin: Choose the positive as the focus of inquiry

- ➡ Critical first Step
- ➡ Whatever you focus on grows

Focus On What Works To Get Started

Discover

What gives us life?
Inquire

The AI Interview

Most of us are working to make the world a better place – in our workplaces, our families, and our communities. By necessity, that requires change. Change at any level, can be both stressful and incredibly energizing. When change is a planned, inclusive effort towards a shared goal it can inspire commitment and teamwork. The results may even exceed the original vision.

- A. *With your partner* **share a story** about a time when you experienced **working through a change which energized you** and made you feel alive and excited about your involvement. It could have been a small change or a large-scale change that affected many other people. It could have been on the job, at an organization you volunteer with, or in your family. It could have been change you initiated, or were just a participant in. Be descriptive in telling your story.
- What was the change? What did it look like? Sound like? How did you feel?
 - Who were the other significant people involved in this experience?
 - What did they do that contributed to this special time?
- B. Without being humble, what did you contribute to creating the successful change experience? Be specific.
- C. After 5 minutes we will switch roles and have the other person tell their story.

Tips for the Interviewer

- ☞ You want the speaker to share the vivid details of the story. Be genuinely curious about their experiences, feeling and thoughts.
- ☞ **Let the person tell their story.** Do not tell yours or give opinions about the experience.
- ☞ **Allow for silence.** Sometimes we need time to think!
- ☞ It is okay to **probe** for further information. Some possible statements or questions are:
 - Tell me more.
 - What caused you to feel that way?
 - How did it affect you?
 - What do you think was really making it work?
 - What was your contribution?
- ☞ Dig deep when listening. **Search for values** and those things that matter to the storyteller.

Discover

What gives us life?
Inquire

D. After the second person finishes, share your response to this question:

If the pair of you had up to three (3) wishes for your future experience with change, what would they be? Write your wishes below. We'll get back to them in a few minutes.

Our Wishes

As a large group, how did this process feel?

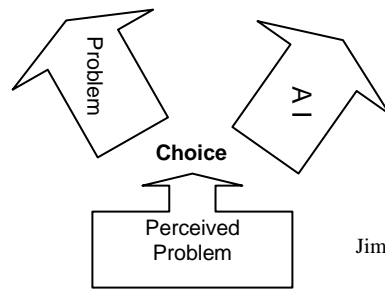
“Appreciative Inquiry (AI) involves making a very conscious and deliberate choice to ask only positive questions when we seek to understand what is needed to make life better in organizations.”

Jim Taylor, Rolyat Corp LTD.

“The universe is made of stories, not of atoms.”

Muriel Rukeyser, American poet and writer

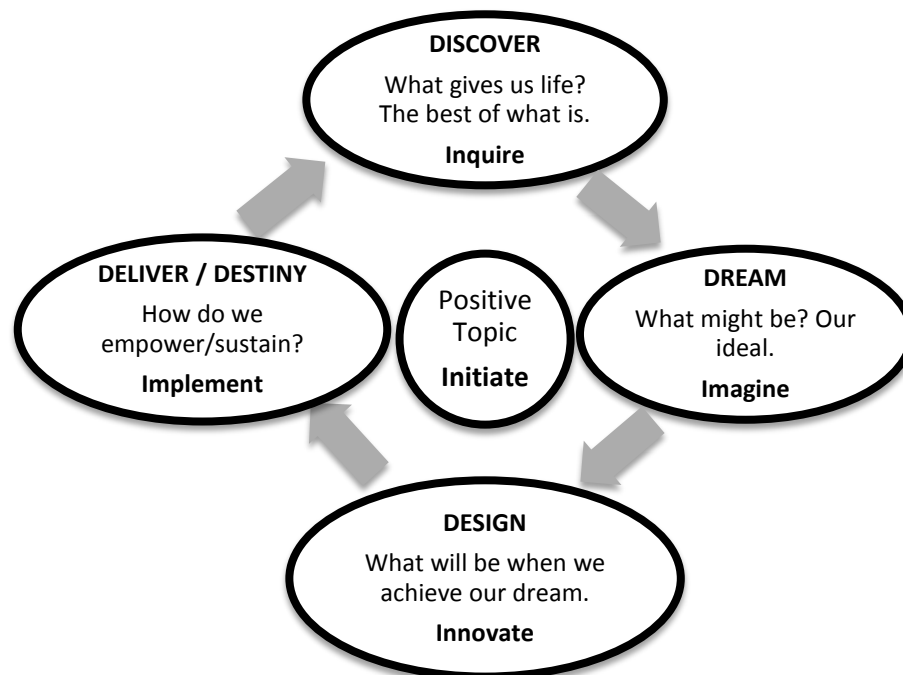
The Appreciative Inquiry Model



Jim Taylor, Rolyat LTD.

To Begin: Choose the positive as the focus of inquiry

- Critical first Step
 - Whatever you focus on grows
- **Discover:** Inquire into stories that find strengths or what's working; locate themes that appear in the stories
 - **Dream:** Select themes or topics for further inquiry
 - **Design:** Create shared images of the future you want
 - **Deliver/Destiny:** Find innovative ways to create that future



See "Job Aids & Additional Materials", pages 8-9, for a summary of steps in AI process.

Adapted by Mary Hoddy, Jay Ekleberry, and Tara Cordes, UW-Madison, from *Appreciative Inquiry: Change at the Speed of Imagination*. Jane Magruder Watkins and Bernard Mohr.

Turn Wishes into Themes

DISCOVER

What gives us life? The best of what is.

Inquire

A. *Put two pairs together to form small groups.*

Share the wishes you captured from your story-telling.

- What are you hearing as you share your wishes?
- What themes do you hear?
- What common ground does your table group have?

Write the themes / common ground you hear in the box below for our next exercise.

What is missing? Are there any themes you think should be included?

Our Themes

B. *As a large group*, participate in our scattergram exercise.

Note: In this exercise we are looking for the energy in the room, not consensus!

Themes	Dots

C. What do you notice? What surprises you? What does this say about our class?

Underlying Assumptions of AI

From the *Thin book of Appreciative Inquiry*, Sue Hammond

1. In every setting and system something works!



- If you can picture what is not working, you can picture what could work
- Or you could dream what might work

2. Organizations move towards the most positive image of themselves. (In science, called **heliotropic**.)



3. The act of asking questions influences the setting / system in some way.

- What we focus on becomes our reality
- Reality is created in the moment and there are multiple realities
- The language we use creates our reality



4. We have more confidence and comfort if we journey forward with parts of our past.

- We should carry forward the parts of our past that worked best



5. All steps are collaborative.

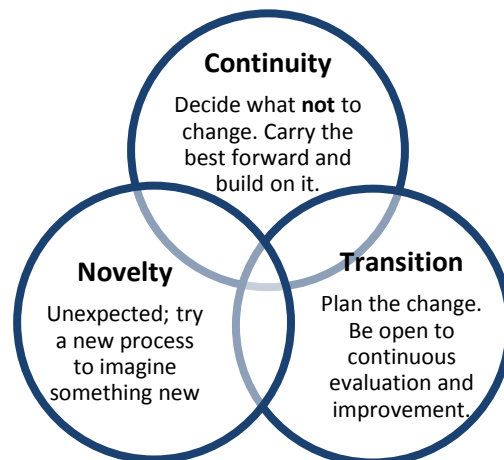
- Every voice counts
- Every voice deserves to be heard
- Each individual has value and merit



6. Outcomes should be useful.

7. Address the psychology of change

- Statistics have shown that 80% of change efforts fail
- Must effectively engage people in process
- People do not resist change as much as they resist being changed



In the large group,

which assumptions have you seen us use or talk about today? Be specific.

Practical Ways to use AI (Without knowing the whole model)

In your *small groups*, identify from your change stories and note in the box below:

- A few things that helped the process work
- What could have been better?



What's working? (or What worked?) (Continuity)	What could have been better? (Transition – plan, evaluate, improve)	
To Do: (Novel idea or just plain “Do It!”)		Person
1. 2. 3.	Mary Tara John	

See “Job Aids & Additional Materials”, page 12, for template.

Other Ways to Use AI in my Organization

Individually,

How else are you using, or could you use an AI approach in your workplace or in other organizations that you are involved with?

Ways I might use AI in my workplace
<ul style="list-style-type: none"> • Conversation before performance reviews (see page 13) • Coaching • Strategic Planning

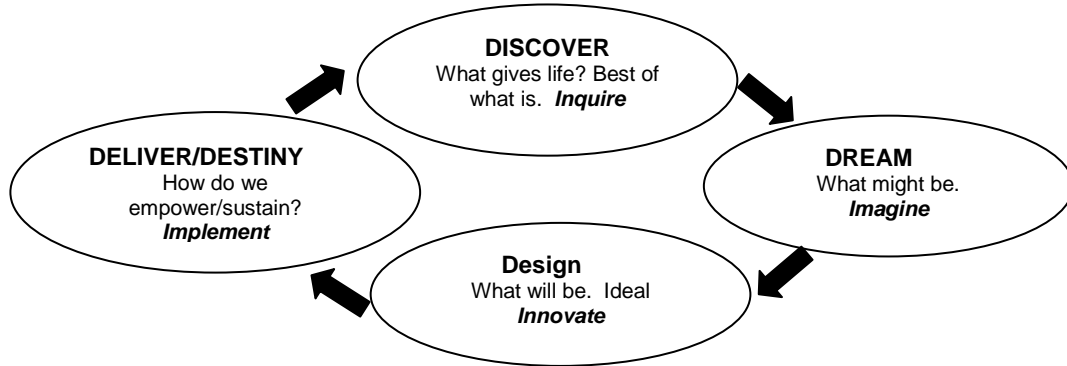
See “Job Aids & Additional Materials”, pages 14-15, for more examples of applications of AI in the workplace.

Thank you for your active participation in this class!



Description of the 4 – D Appreciative Inquiry Cycle

Adapted by Mary Hoddy and Jay Ekleberry, Wisconsin Union, from
AI for Organization Change: A Workshop Resource Book, by Jane Magruder Watkins & Bernard Mohr



Choose an Affirmative Topic: Before beginning an AI process, the organization must identify what they want to learn about. The first question is fateful, as the organization will grow in the direction of inquiry. The consultant describes the AI process and agrees with the client on a process that is appropriate to this organization. A typical process includes:

1. Introduce AI to the client (Chair, CEO, Executive Team, etc.)
2. Establish guidance and support structure within the organization (Training Department, Professional Development Committee, etc.)
3. Create a customized interview guide for the inquiry process
4. Create a plan for the interview process

1. Discovery Phase – Appreciating the Best: In the Discovery phase, we collect stories that value the best of what is and identify emerging themes from the interviews. A typical process includes:

1. Pairs interview each other for 5 - 60 minutes each. Interviews include a story of something working at its best and 3 wishes for the future.
2. Two pairs join and identify key themes or threads from the interviews.
3. Create a chart (for example on a flipchart) with all themes or threads. Combine or rewrite themes as they emerge from groups.
4. Create a scattergram with each person placing 3 dots on the theme that they are drawn to or are most important to them.
5. The dots represent where the energy lays. Dialogue on what the group sees. e.g. “What surprises you?” or “What does it say about our organization?” Keep all themes for future use.

Themes	Dots
1.	* *
2.	* * *
3.	
4.	*

An alternative process includes:

1. Identify core group of interviewers.
2. Interviewers conduct individual interviews with all staff. If the group is large, initial interviewers can train a second (or third) tier of interviewers who interview the remaining staff.
3. Interviewers meet to identify themes or key ideas that emerge from the interviews.
4. Create a scattergram of all themes.
5. Create process so all participants can place 3 dots on the themes and reflect on what they see.

2. Dream Phase – Envision possibilities: The dream phase challenges the status quo by envisioning a preferred future. Stake holders engage in possibility conversations about the organization’s potential, its calling and the unique contribution it can make. To define and articulate the dreams, a typical process includes both “right-brain” and “left-brain” activities, for example:

1. Each small group selects one of the theme that they feel energy around
2. Together they create a Graphic Representation of the preferred image. This can be as simple as a drawing with markers on flipchart paper, but it can also include colored paper, stickers, etc. The representation can also be a skit or song that captures the dream.
3. Groups then translate their image into language by creating a Provocative Proposition, which states in one sentence the essence of their dream in the present tense, as if it were already happening.
4. Each group shares their Graphic Representation and Provocative Proposition with large group.

Note: Macro Provocative Propositions apply to the organization as a whole. Micro Provocative Propositions apply to a discrete part or particular function of the organization.

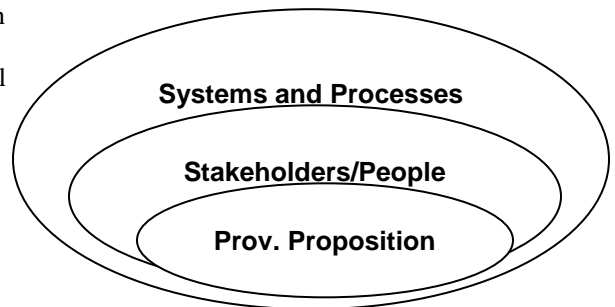
3. Design Phase – Create shared images of future: In the Design phase, we translate the Dream into language of the organization’s social architecture – all the formal and informal structure that sustains the essence of the organization. Using the images and provocative propositions as a guide, the group begins to align the organization with the dream. Two typical approaches are:

Individual Action Approach

1. Each employee considers the part of the dream they want to bring to life.
2. Individuals make simple commitments, offers, and/or requests.
3. Individuals move their commitments to action.

Whole System Design Approach uses traditional and non-traditional Organizational Development models, such as:

1. Teams create a Goose Egg Framework to view stakeholders/people and systems/processes related to each Provocative Proposition.
2. Individuals, teams, or departments can move to traditional Organizational Development models to design.



4. Delivery/Destiny Phase - Create the appropriate innovation: In the Delivery/Destiny Phase, the organization fleshes out, experiments with, and redesigns the innovations that it identified during the Design phase. Employees continue to work to identify, highlight, and expand on what is working well.

The main challenge that groups face during this stage is sustaining – and even magnifying – the inspiration that characterizes the earlier phases. We come from a “project mentality” that values clear starts and conclusions. But we are increasingly confronted with a world in which change does not occur during a separate time period, after which we get back to business as usual. Rather, change is now the very water in which we swim.

Adapted from Jane Magruder Watkins and Bernard Mohr, *Appreciative Inquiry: Change at the Speed of Imagination*.

Dealing With The Negative(s)

We are well trained to find the negative in things. We are "socially constructed" to see, identify and attempt to solve the problems that exist in any human system. So what can we do when confronted with folks who just cannot seem to get past the negative/problems when doing an appreciative process?

Use The Negative Information

Anything that someone can find wrong with a system or situation stems from the absence of something they value in that system or situation. Turn the perspective on the situation to find out what, if present, would create the ideal conditions and/or organization given the problem or issue. For example, someone might comment, "There is no respect here for what the other things that might be going on in peoples' lives beside this work."

As the interviewer you might respond, "When you say that it means that you have some idea in your mind about how respect for someone outside of work might look like. Can you tell me what that image is? How would this workplace be different if that level of respect were present?" If they continue to struggle, use their negative information and try to reframe it yourself into a positive image. **Every negative image is conditioned by an affirmative image!**

Postpone

Make a verbal, and if appropriate written, note of what they said and then come back to it later in the process. A good time to pull it back in is when people are writing their wishes for the future of their organization. As the interviewer, be sure you do actually get back to the information!

Listen!

If there is genuine passion and intensity about what they are saying, let them say it! As a facilitator you will get nowhere on the appreciative side if the focus of their energy is the negative. Sometimes people need to vent. While this may mean wallowing through some organizational quick sand, that is better than having it block the process and losing any capacity to be appreciative. Keep working to craft a caring and affirmative spirit.

Redirect and Broaden the Perspective

If there is less passion present attempt to redirect the conversation back to the affirmative. Paraphrase the problem(s) that have been raised and ask them to think of a time when this was NOT true, when things were working best. If the response is that this never happens, then broaden the perspective to situations outside of the system/organization in question. Ask them to think about when it was working best anywhere, in any context.

It helps me to remember that for a negative image to exist there must first have been a positive image in mind. One of our roles is to help people focus on that positive image and how we might co-construct a reality to get there.

Adapted from Jay Ekleberry, Wisconsin Union, UW-Madison



Sample Research on Positive Image And the Influence of Anticipatory Reality

There are hundreds of scientific experiments that have been conducted over many years that point to the power of the mind to impact, if not create, our reality. A web search of credible sources shows ongoing studies that still support how positive imaginary impacts our performance and our beliefs.

Workplace

- **Positive Psychology:** Barbara Fredrickson, a positive psychology researcher at the University of North Carolina, published a landmark paper that is among the most referenced and cited in her field. Negative emotions prevent you from seeing options in your life. When you are experiencing positive emotions like joy and contentment, you will see more possibilities James Clear blog, http://www.huffingtonpost.com/james-clear/positive-thinking_b_3512202.html

Health

- **Placebo:** Healing occurs based on the belief that it will occur. Historically, 30 – 60 % of subjects respond positively to placebo. The affect is even stronger in “double blind” experiments when neither patient nor doctor knows which dose is the placebo.
- **Imbalanced inner dialogue:** We all have an “inner newsreel” going continuously, projecting ahead of ourselves both optimistic and fearful images. One study with patients recovering from heart surgery showed unhealthy people have 1:1 ratio of good : bad images. Healthy people have 2:1 ratio of good : bad images.

Education

- **Pygmalion:** Famous study from the 1950’s. When teacher are told that certain children (randomly selected) are gifted, the children begin to have superior performance caused by the teacher’s behavior as influenced by expectations. The effects, positive and negative, become nearly permanent.

Sports

- **Imaging positive sports performance:** Athletes from golf, basketball, and many other sports tell stories about their mental process that lead to excellent performance.
- While early reports were more antidotal, newer research along with brain imaging supports mental imagery plus practice is significantly better than practice alone.
http://www.vanderbilt.edu/AnS/psychology/health_psychology/mentalimagery.html

Adapted by Mary Hoddy from *AI for Organization Change: A Workshop Resource Book* by Jane Magruder Watkins & Bernard Mohr. Detailed information can be found in the article, “*Positive Image: Positive Action: The Affirmative Basis of Organizing*”, by David Cooperrider, in the book *Appreciative Management and Leadership*, Jossey Bass.

Evaluation Worksheet



Topic:

What is working well?

What could be better?

TO DO List / Action Plan

What Do We Need TO DO?

Who Will Follow-Up?

-
-
-
-
-

What Needs further information, dialogue, etc?

AI Application: Pre Performance Review Dialogue Worksheet

Date Completed _____

Completed By _____

R-A-P WORKSHEET **Review - Analyze - Plan**

This form is a self-evaluation tool for employees and offers feedback to supervisors and employees on accomplishments that the supervisor may have forgotten or did not realize were significant to the employee. The R-A-P form is yours to keep; it will not be turned in your supervisor.

REVIEW

What's going well? What happened last year that you're most proud of? /or/ What were your major accomplishments in the last year?

ANALYZE

What things do you wish had gone better? What did you learn or how are you still resolving it?

What would help you do your best?

PLAN

What are the most important things that you would like to accomplish in the next year?

What resources, including job-related education or training, could help you accomplish your goals?

What professional development would help you in your career progression?

How else could your supervisor help you?

Created by Mary Hoddy, UW-Madison

AGENDA 1 from ongoing meeting incorporating AI Discovery and Design Phases

Wisconsin Union Employee Engagement Group
 Agenda
 Thursday, March 27, 2014, Union South, Governance, 2nd Floor
 9:30 – 11 am

Chair/Leadership Team Sponsor: Hank
 Timekeeper/Tangent Control: Clair
 Members: Kevin, Heather, Lindsey, Rod, Amy, Henry, Bob
 Unable to attend: Jill

Facilitator: Mary Hoddy
 Scribe: Fei

Meeting Goals:

- Identify themes of what successful appreciation and recognition looks like
- Identify and compare Union wide themes and issues from Winter Gatherings to our themes of Appreciation & Recognition

Issue	Notes	Time	Who
Housekeeping & Minutes	<ul style="list-style-type: none"> • Review meeting goals • Review Action Items on Minutes 	9:45 am (5 min)	Hank
Identify Themes of Appreciation and Recognition			
Review ½ of Flipchart summaries for Union wide issues	<p>In pairs, describe a time when I truly felt appreciated. (It can be small or significant.) Share these things:</p> <ul style="list-style-type: none"> • What specifically was meaningful to you? • Why was it meaningful to you? <p>Large Group Flipchart:</p> <ul style="list-style-type: none"> • Themes you found in our stories • What does successful recognition look like? 	9:50 am (10 min) (20 min)	Mary
Identify and compare Themes of Appreciation and Recognition from Winter Gathering/			
Review ½ of Flipchart summaries for Union wide issues re: Recognition	<p>Break into 2 halves.</p> <ol style="list-style-type: none"> 1. <u>Dining Services and Admin</u> 2. <u>Facilities and Program</u> <p>Flip chart: the themes you find.</p>	10:10 am (15 min)	Mary
Large group	<p>Large group share themes.</p> <ul style="list-style-type: none"> • Where did you find similar themes between your 2 Areas? • Where did you find different themes? • What impact might this have for our recognition planning? 	10:25 am (20 min)	Hank
Create Agenda for 4/3 meeting	<ul style="list-style-type: none"> ○ Create proactive statement for what success would look like as we create an appreciative environment at the Union (building on the work we did 3/27) ○ Consider: Is success different for blue/white collar? 	10:55 am	Hank W
Adjourn		11 am	

Books

- Hammond, S. (2013). *The Thin Book of Appreciative Inquiry*. Bend, OR: Thin Book Publishing Co.
- Hammond, S. and Mayfield, A. (2011). *The Thin Book of Naming Elephants*. Bend, OR: Thin Book Publishing Co.
- Hammond, S. and Rolyat, C. (2001). *Lessons from the Field*. Bend, OR: Thin Book Publishing Co.
- Watkins, J. M. and Mohr, B. (2011) *Appreciative Inquiry: Change at the Speed of Imagination*, San Francisco, CA: Jossey-Bass/Pfeiffer, A Wiley Co.
- Wheatley, M. (2009). *Turning to One Another: Simple Conversations to Restore Hope to the Future*. San Francisco, CA: Barrett-Koehler Publishers.
- Whitney, D. and Trosten-Bloom, A. (2010) *The Power of Appreciative Inquiry: A Practical guide to Positive Change*. San Francisco, CA: Barrett-Koehler Publishers.

DVD

- Jones, D. (2001) *Celebrate What's right with the World*. Star Thrower, www.starthrower.com.

Web Sites

AI Practitioner, International Journal of Appreciative Inquiry, <http://www.aipractitioner.com/>

Appreciative Inquiry Commons, <http://www.appreciativeinquiry.case.edu>

Center for Appreciative Inquiry, <http://www.centerforappreciativeinquiry.net/>

- Certificate Program

Corporation for Positive Change (Diana Whitney), <http://positivechange.org/#>

Imagine Chicago, <http://www.imaginechicago.org/>

Rolyat Corp. LTD, Jim Taylor, www.rolyatcorp.com

Weatherhead School of Management, Case Western Reserve University

- <http://weatherhead.case.edu/executive-education/certificates/appreciative-inquiry>
- AI Certificate Program

Local Class

UW Certified Public Manager Program, Appreciative Inquiry

- <http://continuingstudies.wisc.edu/certified-public-manager>