“We, in fact, represent the new sanity, the ideas and values and practices that can create a future worth wanting.”

Margaret Wheatley
The Appreciative Facilitator

Jay Ekleberry
Mary Hoddy

The Wisconsin Union

Leadership & Management Development Conference
A Quick Quiz…

In a survey of 35,000 employees what were the TOP TWO reasons for job satisfaction?

# 1 =

# 2 =

A Quick Quiz…

In a survey of 35,000 employees what were the TOP TWO reasons for Job satisfaction?

# 1 = Feeling Appreciated

# 2 =

A Quick Quiz…

In a survey of 35,000 employees what were the TOP TWO reasons for Job satisfaction?

# 1 = Feeling Appreciated

# 2 = Opportunity for Growth

Warm-Up

1. *Reflect on your PLAN for making this presentation a valuable experience.*
   - Why this session?
   - How do you see applying this?
   - In what ways might this build on strengths you already have?
Warm-Up

1. Reflect on your PLAN for making this presentation a valuable experience.

2. Share your story/plan with a partner...
Warm-Up

3. What is the ONE THING that will make this opportunity click for you?
Our Goals Today

• shared a story
• revisited the principle of respect
• reviewed a model & why it works
• explored the importance of questions
• practiced appreciative powerful questions
• listed ideas for our own growth
• engaged in a valuation
Expanding “Respect”

RE = Again
SPECTARE = To See

Respect = “to see again.”
One Model...

Create an Environment of Appreciative Dialog
One Model...

Create an Environment of Appreciative Dialog

Foster Generative Thinking
One Model...

Create an Environment of Appreciative Dialog

Foster Generative Thinking

Co-Created Movement Toward Ideal
One Model...

Create an Environment of Appreciative Dialog

Practice Praxis

Foster Generative Thinking

Co-Created Movement Toward Ideal
One Model...

Create an Environment of Appreciative Dialog

Practice Praxis

Foster Generative Thinking

Co-Created Movement Toward Ideal
Why Appreciative Facilitation Works...

The Placebo Effect

The Pygmalion Effect

Positive Sports Imaging
Living in The Question

Circle or underline those things that struck you...

What are your questions?
Appreciative Powerful Questions

- affirmative, open questions
- draw on positive life experience
- inspire quality listening
- help make connections
- promote reflection on learning
Back to our Stories...

*Practice with appreciative powerful questions...*

**In what ways can we grow the practice of appreciative facilitation in our own work?**
Back to our Stories...

The practice of appreciative facilitation...

What ideas did you generate?
A Valuation

What one thing worked best for you in this presentation?

How can we build on what worked best for you?
A Valuation

Where would you like to go next in the further development of your own appreciative facilitation?
The Appreciative Facilitator

Thank You
for your participation
The Appreciative Facilitator

Creating the Generative Learning Environment

"We, in fact, represent the new sanity - the ideas and values and practices that can create a future worth wanting."
Margaret Wheatley

Leadership & Management Development Conference
Oct. 21, 2009

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UW-Madison
Warm-Up - Sharing our stories

As facilitators/managers/leaders we strive to create a positive environment for learning and change. When our employees, training participants or meeting members are actively engaged in the learning process the energy and “buzz” in the room gives us, as the leader, our own energy. We all find our own means of feeling significant in this process, of sensing appreciation for our skills as facilitators of the dialogue, and working on our own growth and development as we facilitate the growth and development of others.

1. Individually take a minute to reflect on this question:

   **What is your plan for making this presentation a valuable experience?**

2. With a partner share your story/plan. Take two minutes to tell your story to a partner.
   - Why did you choose this session?
   - Where do you see applicability to your daily work?
   - In what ways might this build on strengths you feel you already have?

   After two minutes switch roles and have the other person share their story.

3. After another two minutes share your answer to this question:

   After sharing and hearing your partner’s story, what is the one thing you feel will make this opportunity for growth and development click for you?

   We will refer back to these questions and your stories as we work together this morning!

In terms of faith, what brings meaning and integration to one’s experience, the facts are quite secondary. It is the story (and not the facts) that grips the imagination, impregnates the heart, and animates the spirit within...

*Diarmuid O’Murchu, QUANTUM THEORY*
Our Goals

By the end of this session we will have:

* shared the story of our plan for this presentation.
* revisited the principle of respect.
* reviewed one model of appreciative facilitation and why it might work.
* explored the importance of the question in practicing this brand of facilitation.
* practiced appreciative powerful questions while generating ideas to grow our own appreciative facilitation.
* engaged in a valuation of this learning session.

We will do this by focusing on (and modeling) two principles and practices that we consider core to Appreciative Facilitation – respect and the use of good questions.

What questions do you have about these goals?

Our Own Accountability

As Maturana & Varela say "You can never direct a living system, only disturb it." (The Tree of Knowledge, 1992). In appreciative facilitation the leader is accountable to the learners: accountable for creating generative environments of shared tasks in the appreciative mode which will hopefully “disturb” the system. He or she works hard to keep the focus on the possible, or movement toward a shared and co-created ideal, while recognizing that there are times when the learners must name their "issues" before moving on to dialoguing about a better future. The facilitator is not responsible for the learners: they, as adults, are responsible for themselves and accountable for their own learning and personal development.

“There is no change without Dream, as there is no Dream without Hope.”

Paulo Freire
Expanding “Respect”

Research on what creates positive perceptions of the environment for personal development and growth has consistently shown that RESPECT is a major, if not the most important, factor…

<table>
<thead>
<tr>
<th>An Expanded Definition of Respect</th>
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<tbody>
<tr>
<td><strong>Respect</strong> goes beyond being on time, fully prepared and having enough handouts for the meeting you are running. It means valuing (even celebrating) everyone’s contributions and what they bring to the table. It means active listening. Most of all it means understanding that your group will always place the information/topic at hand into their own context, judging its relevance and immediacy to their lives! And if members of the group do not feel this level of respect they may choose to not listen, tune out, and do something else…</td>
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<tr>
<td>To ramp up our definition of respect we should work to create environments where folks, as adult learners, are the decision makers about what is most important to them, in their current situation, right now. As an appreciative facilitator we help create the environment where they can apply the information directly to their own situation/life and the needs they may have. As appreciative facilitators we help them celebrate the “mystery” and positive energy of their own, and our organizations, development and learning.</td>
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*Adapted from Learning to Listen, Learning to Teach, Jane Vella*

The Etymology of the Word “Respect”

RE = Again
SPECTARE = To See

*Respect means “to see again.”*
One Model of Appreciative Facilitation

Listen this description of one possible model of Appreciative Facilitation.

Create an Environment of Appreciative Dialogue
Definition & Discovery

Practice Praxis
(reflection <-> action)
Sustainability

Foster Generative Thinking
Dream

Facilitate Co-Created Movement Toward An Ideal
Design & Delivery

What are your questions concerning this model?

NOTES: The “Definition, Discover, Dream, Design & Delivery” refer to the steps in the traditional Appreciative Inquiry process (Hammond).
To foster further thinking about the model compare to the traditional Experiential Learning model of experience, reflection, conceptualization, experimentation (Kolb).
Why Appreciative Facilitation Works

Research on the Influence of Anticipatory Reality/Positive Image

There are many scientific experiments, particularly in the fields of health, education and sports that point to the power of the mind to impact, if not create, the future...

&The Placebo Effect:
Healing occurs based on the belief that it will occur. In past studies, 30 – 60% of subjects responded positively to placebo. Affect is even stronger in “double blind” experiments when neither patient nor Doctor knows which dose is the placebo.

&The Pygmalion Effect:
When teachers 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. In studies, successful managers were often ones who had a strong mentor in their first boss, someone whose image of them was positive and supportive.

&Imbalanced Inner Dialogue:
We all have an “inner newsreel” going continuously, projecting ahead of ourselves both optimistic and fearful images. Unhealthy people have 1:1 ratio of good:bad images. Healthy people have 2:1 ratio of good:bad images (research on recovery from heart surgery).

&Sports Imaging:
Positive imaging enhances performance and creates new levels of excellence. Athletes tell us stories about their mental process that lead to excellent performance.

&Rise & Fall of Culture:
Guidance for the future only exists in the internal dialogue of the people. One can predict the rise and fall of a culture by the internal dialogue of the culture itself. For example, an image of hopeless and helpless internal dialogue can be seen in the Romanian children left on the street - a symbol of that society’s perception of the future.

&Affirmative Competence:
Can images be the input that spurs positive development? For example, conscious visions give a future to work towards.

&Meta-Cognition:
Focusing on successes rather than mistakes results in substantially enhanced learning. The mind cannot negate negative images. Understanding how our knowing and thinking affects our performance enhances our performance! Selective self-monitoring can eliminate “failures.”


Living in The Question

“Why do you suppose it is called a QUESTion?”

Read the box below. As you read, circle or underline those things that stand out or strike you…

Peter Block, in *Community: The Structure of Belonging*, offers that “The future is brought into the present when citizens engage each other through questions of possibility, commitment, dissent and gifts. Questions open the door to the future and are more powerful than answers in that they demand engagement. Engagement is what creates accountability. How we frame the questions is decisive. They need to be ambiguous, personal and powerful, and stressful. The way we introduce the questions also matters…

“A great question has three qualities:

- **It is ambiguous.** There is no attempt to try to precisely define what is meant by the question. This requires each person to bring their own, personal meaning into the room.
- **It is personal.** All passion, commitment, and connection grow out of what is most personal. We need to create the space for the personal.
- **It evokes anxiety.** All that matters makes us anxious. It is our wish to escape anxiety that steals our aliveness. If there is no edge to the question, there is no power.”

“Be Patient… and try to love the questions themselves. Live the questions now. Perhaps you will then gradually, without noticing it, live along some distance day into the answer.”

*Rainer Maria Rilke*
Appreciative Powerful Questions!

Listen to this description of Appreciative Powerful Questions.

Appreciative Powerful Questions
Appreciative powerful questions invite positive dialogue...

**Appreciative Powerful Questions:**

- Are affirmative, open questions.
- Draw upon positive life experiences.
- Are asked without genuinely knowing the answer(s).
- Evoke essential values, aspirations and inspirations.
- Help make connections/new relationships.
- Elicit creativity and vision towards a positive impact.
- Ask people to think/Provide a challenge!
- Inspire quality listening.
- Promote reflection for learning.
- Take practice!

When facilitators ask appreciative powerful questions they are demonstrating respect for the participants and honoring the life experience and expertise they bring to the process...

**The tasks in this session are appreciative powerful questions** put to you, the learners, with the resources and materials you need to respond.

Appreciative Powerful Questions invite positive dialogue!

What are your questions about Appreciative Powerful Questions?

<table>
<thead>
<tr>
<th>Some Generic APQ’s…</th>
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<tbody>
<tr>
<td>What’s another right answer?</td>
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<tr>
<td>What surprised you in…?</td>
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<tr>
<td>In what ways might you use…?</td>
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<tr>
<td>What did it feel like? Sound like? Taste like? (all one ?!)</td>
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<tr>
<td>What questions do you have about…?</td>
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<tr>
<td>What contributed to you making that choice?</td>
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<tr>
<td>What would you consider your major accomplishments so far?</td>
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<tr>
<td>How is that working best, for you?</td>
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<tr>
<td>What are your goals when…?</td>
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Back to Our Stories...

Consider the stories you shared at the beginning of our session today... At your tables practice using appreciative powerful questions about those stories, with a goal of helping us create a list that answers this challenge:

In what ways can we grow the practice of Appreciative Facilitation in our own work?

- **One Story Teller:** Start by answering this appreciative powerful question: Remembering the story you shared, what is your one best “take away” from this presentation (so far)?

- **Other Listeners:** Practice formulating appreciative powerful questions to generate more ideas/further dialogue about the story teller’s take away. Help each other make those questions better!

We will hear a sample of the “take aways” you generated AND what you learned from this practice with appreciative powerful questions.

### TAKE AWAYS - Ideas for Growing Our Practice:

Allow your learners to DREAM and we will all DISCOVER that DESTINY is ours to DESIGN.

*(variation on a quote from Jackie Stavos)*
Valuation of This Session

The practice of appreciative facilitation is more that just a model or a group of principles and practices. It can become of way of living, a new way of doing things. Traditional evaluation approaches often engage in dichotomous questioning, adhering to the traditional problem-solving paradigm. Valuation takes a different approach, looking at the whole, building on the positive...

To reflect on this session, as large group, please respond to these questions:

What worked best for you in this presentation?
In what ways can Mary & Jay build on what worked best for you?

Where would you like to go next in the further development of your own appreciative facilitation?

Thank YOU for your active participation today!
Resources/Further Reading


Web Sites
appreciativeinquiry.cwru.edu
taosinstitute.net
globalearning.com
The 4 A Model - Creating a dialogic learning environment

Here is a simple model, based on current adult learning theory, for the design and sequence of participant learning. The model can be applied to meetings around a particular issue or problem, a training session, or other learning opportunities. It helps create the environment for generative dialog that is needed to create new knowledge and creative thinking…

<table>
<thead>
<tr>
<th>Sequencing Your Design</th>
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<tbody>
<tr>
<td><strong>ANCHOR</strong> the Learning</td>
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<tr>
<td>Start with the person’s previous experience; help them “understand” what they already know about the topic/issue.</td>
</tr>
<tr>
<td>Example from this workshop: Our Warm-Up – “Share a story of...”</td>
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</tbody>
</table>

| **ADD** to Their Knowledge | ✌  |
| Build on the learner’s previous knowledge. Start from where the learner is based on what you learned from your needs assessment or the ANCHOR task. Add new knowledge or skill related to the task. This is the content piece. |
| Examples from this workshop: The “Model of Appreciative Facilitation,” “Living in The Question” and “Appreciative Powerful Questions” segments. |

| **APPLY** the New Learning | ✅  |
| Have the learner DO something with the learning. Have them practice the skill starting with a simple task and increasing complexity. Provide positive coaching and reinforcement. |
| Example from this workshop: Appreciative Powerful Questions – “In what ways can we grow the practice of Appreciative Facilitation in our own work?” |

| **AMPLIFY** With Closure and a Plan | ✈  |
| Bring closure with a summary, evaluation and reinforcement. Have a clear plan for continued learning and follow-up. |
| Example from this workshop: The Valuation closure. |
More Living in “The Question”

Edwin H. Friedman, in his book *A Failure of Nerve: Leadership in the Age of the Quick Fix*, states that **one of the characteristics of gridlocked human systems is consistently looking for answers rather than reframing questions**…

“In the search for the solution to any problem, questions are always more important than answers because the way one frames the question, or the problem, already predetermines the range of answers one can conceive in response.

“The critical difference between what is now popularly called a paradigm shift and what might otherwise be simply an innovation involves precisely this change in focus from answer to question. For example, at some point in history someone realized that solid wheels could be made much lighter by cutting away pie-shaped slices and leaving only spokes. That was certainly a useful, facilitating innovation that opened imaginative new ways of how to overcome the cumbersomeness of wheels. But the paradigm shift of transportation that opened imaginative new ways of thinking was the wheel itself! Innovations are new answers to old questions; paradigm shifts reframe the question, change the information that is important, eliminate previous dichotomies…

“Similarly, the understanding that one can bet more change in a family or organization by working with the motivated members (the strengths) in the system than by focusing on the symptomatic or recalcitrant members totally obliterates the search for answers to the question of how to motivate the unmotivated. Thus employers who keep seeking answers to the question of what rewards or punishments will make their employees more productive will be on a trial-and-error treadmill until they can shift their thinking about owner/worker dichotomies…

“As with the treadmill effect, the concern with finding the right answer is both contributory to a fixed orientation and symptomatic of it. And yet the problem is emotional, not cerebral. Perpetually seeking new answers to established questions rather than reframing the question itself not only betrays lack of distance on the part of the searcher; it also prevents obtaining the distance necessary for being able even to think, much less go, in new directions. Seeking answers can be its own treadmill. Changing the question enables one to step off.”

“Good Questions”

“Creative people know that the quality of their products is entirely dependent on the quality of the questions they ask. Skillful inquiry includes seeking and trying good, and then better, questions, as well as ongoing answering. This is the most direct route to understanding. The actual skills involved in inquiry are a microcosm of the work of art, including:

- **yearning** — to drive persistently toward a better grip on, more satisfaction about, personally meaningful things…
- **drawing distinctions** — to create the exact question that enables us to see what we don’t know.
- **analytical thinking** — to formulate those clarifying questions precisely, allowing us to jump into specifically focused answering-action.
- **flexibility in making connections** — to try different kinds of answering (emotional, visual, associative, off-the-wall) to good questions, to see many kinds of patterns, so that we are not stuck on single-path inquiries.
- **adopting multiple perspectives** — to disrupt the status quo intentionally, to adjust understanding of the way it is, in order to look for answers through different, inventive, ‘as if’ ways…
- **tapping many aptitudes** — to use many intelligences, various modes of inquiry, beyond just the logical and verbal (like intuition, body impulses, tapping the subconscious and playing) to extend the range of questioning and answering.

When you enter the multiple correct answer game, you find that each answer offers distinct kinds of potential to be assessed and possibly selected for pursuit.”

Eric Booth in *The Everyday Work of Art*
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 to 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 other things might be going on in peoples' lives beside this work." As the facilitator/interviewer you might respond, "When you say that it means that you have some idea in your mind about how respect for the rest of someone's life outside of work might manifest itself. 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 (exists first as) an affirmative image!

Postpone

Make a verbal, and if appropriate written, note of what they have said and then come back to it later in the process. When people are authoring their wishes for the future of their organization is the best time to go back to this information. As the facilitator/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 no where on the appreciative side if the focus of their energy is the negative(s) they just have to get off their chest. 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 always helps 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...
Building on Possibility
BROADENING HOW WE SEE THE WORLD

The appreciative mode is a part of a much broader emerging paradigm in our (Western) culture...

<table>
<thead>
<tr>
<th>CURRENT PARADIGM</th>
<th>EMERGENT PARADIGM</th>
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<tbody>
<tr>
<td>World of Newtonian Mechanics</td>
<td>New Science, Chaos Theory Self-Organizing Systems...</td>
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- Look for a model to objectively perceive the world
- Accept the complexity and subjectivity of the world
- Cause and effect - change in systems result from force exerted from one person to another
- Change in human systems occurs at many places and times, linear explanations are limited
- Complex planning for an expected and predictable outcome
- Planning is a process of constant re-evaluation
- Things are best understood when broken into parts
- Understand the wholeness and interconnectedness of all things
- Engage in dichotomous thinking
- Search for harmony in our dialogue
- Live in linear and hierarchical world
- Live in a circular world of relationships
- There is only One Truth which is constantly searched for
- Truth is dependent on the context and the current reality
- Information is power
- Information is a primal creative force
- Language is the descriptor of reality
  - *I’ll believe it when I see it.*
- Language is the creator of reality
  - *I’ll see it when I believe it.*