

Appreciative Inquiry Essentials

And without further ado, Dr. Lang, take it away.

Thank you so much Dr. Smith. Always a pleasure to see you.

Uh, so I, I, I'm really, uh, honored, excited to be able to talk about an appreciative inquiry design, uh, tonight.

Uh, I, I think, I think it's an important design, and it's one that's, that's, um, not utilized as much as I think it could be, uh, for studies.

Uh, although it does take, you know, there are several elements that you have to put together to do it.

So anyway, we're gonna talk about that.

And so let's, uh, just get started.

So, uh, tonight we're, we're gonna give you the background and the key elements of appreciative inquiry design.

Uh, we're gonna have a quick look at a University of Phoenix, uh, dissertation, which the student, uh, applied, uh, an appreciative inquiry design.

I think you'll like that. And then we'll have any, uh, questions and hopefully some answers.

So I always like to do this.

These are the two of the two key sources that I'm using tonight.

And there, there are a bunch of books out there on appreciative Inquiry.

Um, I think the first one that I read goes way back, is one of the right, appreciative inquiry, positive Revolution, and Change is, is by Cooper Writer and Whitney.

And it's, it is just a fine book.

It's a, it's a small book, so sometimes that's helpful to have a small book.

It, it's a, does a good job at framing, um, the approach, the philosophy, everything.

So, so if you're gonna buy one book, I would buy that one.

Um, this is another book, uh, Cooper, Cooper writer, uh, Whitney and Stavos.

And it, it's appre second edition of Appreciative Inquiry Handbook.

Now, even though it's second edition, it's 2008. Okay? So it's not, it's not new.

I don't think that matters for this kind of, uh, thing.

It's, um, it's a, it's a methods book.

And so I, you'll find in that book, uh, really some terrific guides for data collection from interviews, uh, setting up meetings, um, really, it's a wonderful, it's, it's, it's a handbook.

It's, it's wonderful. Very easy to read.

And so I would encourage if you were going to do an appreciative inquiry study, um, check this book out.

It's not very expensive. Uh, of course you can get it on Amazon, and there are plenty of other handbooks out there.

Uh, this is just the most recent that I could find in for Cooper Rider.

I think he's gone on two other things, but with his institute.

Uh, and we'll talk about, um, that in a minute.

So those are the two books primarily that I'm using here.

Um, so let's talk about the origins of appreciative inquiry.

Kind of interesting, uh, 1980.

David Cooper Rider was a doc student, and he was helping a colleague, uh, collect and analyze some data at the Cleveland Clinic.

And the, the focus of that study was talking to physician leaders and collecting their biggest successes and, and their failures.

And when Cooperrider was looking at the data, he was inspired by, uh, the success stories as wow, cooperation, innovation.

Those were the, he found that, that were, were the physicians really, um, uh, shined.

I guess. They were so excited about what worked and how they worked together.

And so he said, well, let's dig deeper and let's just look for examples of positive interactions.

And, um, he did that.

The approach was to analyze everything of value.

And, uh, daum appreciative inquiry was born.

So, uh, the result of that was that the Cleveland Clinic, uh, ordered an AI study of the entire organization, uh, to fac facilitate change as a result of this.

So, um, you know, if you're gonna write a dissertation, you know, you may as well create a whole new, uh, study design.

Uh, so that's where AI comes from.

And, um, we're gonna learn a little more.

Uh, so the essential desi components of the design are, uh, what he calls the four D cycle.

And this really hasn't changed.

Uh, and, and, uh, since those early, early days, um, uh, it's pretty much the same.

Starts with dis. So it's, uh, the cycle is discovery.

And, um, what do, what, you know, what gives you life? That's the question. What, what do we appreciate? What, what, what works? What, what lights us up? That's the discovery phase.

And if, if, um, you, you're gonna do an appreciative inquiry study in your organization, your school, your group, whatever it is, that's gonna be the first question that you ask.

What fires us up? What, what do we love? What animates us? Um, the next step is gonna be, you know, Office will ever stop in its end.

Oh, you know what? I skipped this page, didn't I? Yikes.

Okay. Sorry about that. I, I thought I had a problem. Okay.

Anyway, I apologize for that.

Um, I got a little too eager on my moving forward.

Anyway, so AI is based on the assumption that, that every organization has something that works well.

Okay? Uh, you got something that works.

Um, and, and, and, you know, usually we start with a problem.

Problem is that things aren't working well, and we wanna do better.

Well, this is different. AI says there's something that's working well.

So the strengths can be the starting point for creating positive change.

So, um, what's good that we're doing? And, and what can we do better? Uh, and so the process is to invite people to, to, to participate.

You know, they work in dialogues.

Uh, one suggestion is to start in pairs, start, uh, talking about the past, the present, the fu uh, achievements, assets, strengths, what do we have we do better? So visions of possible futures.

And then from there, I moved to groups. Okay? So AI really creates the energy and excitement to, to move toward a shared dream.

Uh, so AI refers to a search for knowledge and a theory of collective action, which is designed to evolve the vision and the will of a group, organization, or society as a whole.

There you go. Um, so I really, I, I really just love the idea of, of appreciative inquiry for an organization.

My background as schools, I was a school principal.

And, um, I, I ju I just think that that's a very powerful model to begin by saying, you know, guys, we're doing a lot of things right? We've got a lot of strengths, we got a lot of great people, got a lot of great programs, got a lot of great ideas.

So let's just, uh, let's start there.

And, uh, we're not gonna start by saying, oh, you know, we've got problems, terrible things.

What? We know that things are going, what? We have some strengths. What do we wanna see that's better? What can we do better? Okay? So brings us to the 3D model, right? Uh, four D cycle.

So again, discovery. What, what do we do? Great.

What, what gives us life? What are we excited about? What do we appreciate? And then we move from there, okay? We, we know what

that is, that's a baseline.

Uh, um, what, what would we like to see? What would we dream about? What would we, we envision? If we could have the perfect company, the perfect organization, the perfect school, what would it be? You know? And, and I know I've often thought about if I were gonna go back and design, uh, middle school or a high school, uh, you know, I have some thoughts about what it would be.

So, um, uh, so that's what you do.

If, just forget it.

If you know, money wasn't an issue, it just, how would we like to see? All right? Then we move to the design stage, which is, alright, how can we do it? Let, let's put together some strategies, uh, decide the idea, let's construct it.

Okay? And, and construction is a, is a key part of the piece.

So we, we know, we, we've got the basis of what we do well, we've dreamed about what we wanna be.

So, alright, let's, let's kind of put some things together to see how can we make some things happen.

And then finally, destiny, what will be, how do we continue, right? So, so I've been, uh, perhaps you have also, I've been on a lot of projects where people start with a lot of energy and enthusiasm, but as things were on, you know, you come some obstacles and they kind of, kind of, uh, peter out.

So, um, destiny would be how do we sustain it? How do we, we keep the model going? Uh, and, and, and of course, um, we've got an affirmative topic in the middle, uh, something we think we can achieve.

So, I, I really think it's, it's an iterative cycle.

You know, I think we can see the cycle moving through, uh, again and again, uh, onto different levels.

Um, so this is the, uh, 40 cycle appreciative inquiry cycle.

And as I said, I, I don't know, this hadn't really changed much since the model was proposed.

Um, I think conceptual frameworks are important because this really, it kind of gets into the weeds of the philosophy of, um, of the design.

Okay? So this is qualitative inquiry.

Uh, and, you know, not everybody's gonna choose this.

Not everybody's gonna like it.

Maybe, maybe it's not for you, but, um, it enlists it's based on some, some ideas, some frameworks, some principles.

And, uh, I think you'll see that they kind of overlap, okay? They, they echo the, the appreciative, um, theme.

Um, so, and there are five, you know, the, I think red, those that are eight, you know, I think these are five that are easy to, to, to, uh, understand, to read.

These are in the Cooper writer in Whitley, um, initial book, 2000, um, five.

So anyway, the constructionist principle, I think, uh, a lot of people use that, uh, for, um, for their dissertation, for their study, uh, which here they say the, the never ending collaborative quest to understand and construct options for better living.

All right? So, so, so we can always work together to understand and to build things to do better.

So that's constructionist. Okay? We work together, figure out a plan, do better, right? Uh, the simultaneity principle means, uh, inquiry.

That is when we ask questions and change.

So that's separate, uh, disparate things, but, but these are simultaneous.

They happen to gather. Inquiry is intervention.

Once, once you start asking questions, then you've started the process.

So, simultaneity is that as we ask questions, then, uh, we are, uh, promoting change.

So, constructionist, simultaneity, poetic, and you know, when I first saw this, I said, what the heck is poetic? But you know, this really is appropriate for qualitative lit, uh, uh, design.

And, um, not for everybody, but the metaphor is that human, human organizations, uh, are more like an open book than they are a machine.

Uh, an organization story is always being co-authored, always being written figure.

It's always a draft, right? It's always a draft.

We can always change, we can always improve.

Uh, and I just like this, we, we can inquire into the nature of alienation or joy, enthusiasm, or low morale, efficiency or excess in any organization.

So, so, um, you know, I think the focus would be on joy, enthusiasm, efficiency.

In any organization.

You know, you can always look into low morale, fine, uh, alienation, yes, excess, yes.

But what, what's the joy? What's the enthusiasm? What, what, what's great that is the, that is the poetry that we apply to, uh, appreciative inquiry.

I, I like that. It's the poetry. That's the metaphor.

Anticipatory principle.

Uh, positive images of future lead to positive action.

So, you know, what you, I've heard the phrase, what you think about, you bring about, okay? What you dwell on, what you put in front of you, uh, is more likely to, uh, uh, come about.

Okay? So what you anticipate, uh, more likely to happen.

So, so that's just, you might say there's positive, positive thinking, fine.

Uh, but that's a key element of, um, AI and the positive principle, building and sustaining momentum for change.

What requires large amounts of positive affect and social bonding.

And, uh, you know, I, I know from my experience in organizations, that's easier to say that it is to bring about and do, but, but there's a lot of capital.

The capital there is positive energy, social bonding, getting people to, to, to care about each other and work together.

Not always an easy thing. Um, things like hope, excitement, inspiration, caring, camaraderie, urgent purpose, sheer joy in creating something meaningful together.

So, um, you know, that if you, if you had one or two, you know, you, you could say that would certainly be one, and constructionists would be the other, putting things together for a positive end.

Um, and, and so I think here we see the importance of a framework in a design, because these, these, um, concepts are really consistent with appreciative inquiry.

So what do we use this for, right? Um, developing the ideal organization, sure.

Uh, planning, sure.

Leadership and management development. Yes.

Um, team development, organizational change coaching, customer relations, diversity, new product, you know, and I think each of these, um, our topics for dissertations, I, I mean, Dr. Smith and I read dissertations all, all the time.

And these are typical, um, topics and fine topics, you know, just fine, perfect.

Um, as we're all work people are working adults, that's, that's who we appeal to the SPL model.

Great. How can you make an impact in your organization? So, so these are ways that, that AI could be used, uh, but, but with a particular spin of, of appreciative inquiry.

Um, what is the ideal organization? Okay? What, what's the best way to plan leadership, all those things, right? So the last point, uh, there, the last bullet, uh, I, I think is important.

And, um, this, this may, um, show appreciative inquiry, uh, as, as a, as a conceptual framework, as well as, uh, a design.

Uh, I, when I was doing research, I saw a lot of other sort of case studies, action, research, narrative, all of those which were combined with, um, appreciative inquiry.

So, um, you know, I don't wanna get too much in the weeds with that.

You can talk to your chair methodologist about that.

But, but, uh, there's no reason a case study couldn't be conducted with, with an appreciative, uh, approach.

Okay? And certainly, I think you could argue that, uh, appreciate that action research, that appreciative study is an action research.

So, um, so think about that as you design your study.

What are the challenges? Well, you know, it all sounds great, doesn't it? But, uh, couple of things. Uh, people have to be on board.

And the larger the organization, the more challenging that can be, okay? Because people have to be involved.

And I, again, my experience in schools, some of the worst things I've seen a lot of marvelous, um, changes, innovations, projects come down, but they came down without involving the stakeholders, alright? Without involving many of the teachers, without involving the kids parents, right? And, and those things are almost always guaranteed to fail.

So, uh, so you gotta make sure that people are gonna be involved and, and onboard involved, and you gotta be sure that people are willing to change.

So, uh, um, I know that I often work with people who they weren't gonna change.

They've been doing something this way for 30 years and worked fine.

And, and why should I change? So, so that's a challenge.

And so if, if this is a dissertation study for you, uh, you, you need to, you need to be sure these things, and I don't know that you have to be in a leadership position, certainly helps.

If you're not in a leadership position, you need to be sure that, um, leadership is going to let you, um, let you do this.

Uh, so, uh, but, but if you're in a leadership position, and, um, I think it'd be very powerful, I would say, to start small.

I don't think you're gonna gonna do a study.

The entire organization of the Cleveland Clinic, probably not.

Um, would you do the entire, um, curriculum or, or, or whatever you have control of in your school? I don't know. You know, you might just do your team, for example, if you were doing a school or a grade, grade level, uh, I don't know.

Um, uh, especially when you're doing a dissertation study, you, you gotta do something that's manageable, right? You gotta be, do, I hate the term realistic, but, um, uh, you, you know, you, you get gotta do something where you come in and get, get in and get it done.

And so, uh, think about that. So those are the challenges.

So those are some of the challenges.

But if you can, if you can, um, overcome those challenges, excuse me, there's a lot of power here.

Uh, so, uh, how you gonna select a topic, right? The topic is in the middle of that, of that, uh, figure we saw, uh, a few slides ago.

Um, you start small transition to larger groups, uh, it helps you really need facilitators, uh, to, uh, to handle the process.

And if you're conducting the study, maybe you're the facilitator, right? That would make sense. Um, organizations can hire people.

There are plenty, plenty of organizations out there who would be happy to come in and do it, but we're certainly not suggesting that.

So, two broad questions.

Again, what factors give life to this organization when it, when it's been most alive, successful, when we are at our best, what are those things, right? And then what possibilities, uh, provide opportunities for more vital, successful, effective forms of organization? So, so where are we best? You know, we talk a lot about that.

And then what would we like to see? And then that would, that's your topic, right? Um, and for a study, I, I would think focus, you know, on a, on a specific, uh, category, whether it be leadership development or, uh, communication or, uh, you know what, whatever comes up, right? Uh, we do it well, but we'd, we'd like to do a better job.

And certainly COD uh, you know, certainly a, a, uh, paradigm, uh, destroying event for all of us.

Uh, we have a lot of studies on communication online, uh, during and after the pandemic.

And so, um, appreciative inquiry, perfect, uh, for that, for example, what works.

But what would we like to see happen? And then, and then focus on, on a topic for that.

Um, good topics. Well, you gotta be affirmative stated positively.

Um, uh, you gotta clarify what people want.

Uh, people may need to be genuinely curious and they wanna learn more and move in the direction of the group wants to go.

So just pretty basic stuff, right? Um, there have been, and I have at the end here, I have some meta studies, a couple of meta studies, uh, conducted in the last two years.

Uh, were in fact the authors collected, um, really to, together, I would say about 300 different studies conducted, uh, using, um, some aspect of appreciative inquiry.

And, um, generally speaking, uh, these are topics that, that have been successful.

Um, harmony and sharing among all employees, people development partnerships, customer intimacy, customer service, uh, opt optimal margins, right? Being more effective, making more money, or whatever it is, transformational cooperation leadership at every level.

So these are pretty general, right? But again, each of these is a topic that we see in dissertations.

These are common dissertation topics, um, uh, among University of Phoenix, uh, dissertations for sure.

So, uh, so you could see how, um, a study could be, could be adapted to, uh, uh, uh, uh, an appreciative inquiry, uh, model.

So problem statements, you know, generally we think of problem statements, uh, and traditional research.

Basically, the consumption is that the organization includes a problem to be solved, right? We analyze, we identify the problem, we analyze the causes, the data presents solutions, and we apply recommendations, right? That's a standard dissertation.

Nothing wrong with that, nothing wrong with that.

We do it all the time in most of our designs.

And appreciative inquiry, again, the basic assumption is that a a and this really gets into that poetic piece again, and organization or a phenomenon is a mystery to be embraced.

Isn't that wonderful? A mystery to be embraced.

Uh, so again, we appreciate and value what the best of stuff we envision, what it might be, and then we dialogue what should be we appreciate, we envision, and then we dialogue what should be and, and how we can make that happen.

So, I mean, right there is the, the core difference in appreciative inquiry, uh, appreciative inquiry, and the other standard, um, study designs.

Again, nothing wrong with the other study designs, of course, do it all the time.

We can see a problem. What's causing the problem? Collect data, what can we do about it? Great.

Um, appreciative inquiry.

A little, little spin, a little different. What's going on? Well, how can we do better? And how are we gonna do it? So purpose statements always important, right? Um, purpose of the study shapes the design of process, of course.

Pardon me. Once a purpose is established, then you design the process.

So the purpose is always important in any design.

In any design, uh, we have a topic or the problem, then we have to decide the purpose.

What's the purpose of our study? Why are we doing this, right? Why are we getting going to the computer every day, every morning to do, get this study done? Uh, our purpose is to, uh, get a degree. Yes, okay? But what's the purpose of our study? So here's just a baseline purpose statement.

The purpose of this appreciative inquiry study is to do something in order to do something else, is to design a plan in order to make the organization rise to higher, uh, greater heights.

So whatever very basic, uh, you fill in the blank with what works for you.

So, um, we need our research questions, and the research questions just are different, so different for an appreciative inquiry study.

And basically four questions, um, what we've talked about.

But again, this is the, this is the whole framework for the appreciative inquiry study.

What's the best of what has been and is currently being practiced, right? It's been great before. What's being practiced now? That's the discovery mode stage.

Um, how does, well, question two, how do stakeholders envision a better organization? That's our dream. Three, what strategies do stakeholders describe in order to achieve the ideal organization? That's our design. And then four, how will stakeholders recognize and sustain positive change that's destiny.

So, uh, again, the research questions as they should, uh, take things that a little out, out of the abstract and, and make them more concrete.

Okay? And these are the things that, that you'll gather, uh, in your quest if you choose an appreciative inquiry design.

Uh, and again, you can see how it follows, uh, all the concepts, all the frameworks, all the theories of appreciative inquiry.

What's the best, what could be better? How are we gonna do it? How's we good there? How are we gonna keep it up? So, Dr. Lane, Can I ask a question? Please? So, I have have a lot of students that are doing explanatory exploratory case studies, and they, they seem to, um, want to talk about how to make things better, even though, you know, the case study should really be evaluating the what or the why of what's going on.

Um, it seems like appreciative inquiry goes more into what could be done to, you know, improve the situation.

Do you, I mean, would you recommend that I push back a little on these students in terms of their methodology and push 'em a little bit more towards appreciative inquiry if they're really focused on a better future? I think it's a great question. Um, sure.

I mean, I, it's, it's not an easy question to answer.

Um, I think that if they are in a position, I, I think that appreciative inquiry is kinda like, as I said, similar to action research.

Um, if they were going to conduct an appreciative inquiry, then I think one needs to be in a position, uh, or one's gonna be able to do it, you know, some kinda leadership, uh, they're gonna let you run the groups, they're gonna let you gather the data.

And I guess that's true of any study, but this is really focused in an organization.

You know, I don't, I don't think for an appreciative or inquiry you would, you know, get 15 participants off SurveyMonkey or something and, and, and get them to respond.

So, um, yeah, Ask me the leadership team.

Yeah, do it. I think appreciative inquiry is a great, a great approach.

Uh, and, and you know, what I, what I've found, um, or what I believe is that, uh, if, and what I've told students in that situation is that if, if you approach it from the premise that we're already doing a great

job, I'm, I'm not coming to you because, or the place has fallen apart, I'm coming to you to say, we're doing a great job.

We can always do better. And if you begin with a positive premise, then I think people are, uh, less reluctant, more reluctant, less reluctant, uh, more likely to talk.

How about that? So yeah, I'd say turn it around and, and if, if, if they're in a position where they could do an appreciative inquiry, do it.

I think it's fun. I think it's interesting.

And, and I think you're more likely to get, uh, a result that everybody's gonna like, you know, and that will improve the organization. So How about in terms of, uh, retention? I, I must have three different students that are looking at employer retention in different ways, and they all wanna solve the problem of retention.

And, uh, I, I just, I know they're not satisfied with just figuring out what the problem is.

They wanna, they wanna look at an ideal future where retention is lower.

And I, I just feel like in, in some ways, that takes them out of doing a case study and yeah.

More into this area.

So, you know, so just again, thinking out loud, um, I guess I would begin, uh, I always go back to teachers, 'cause that's my background, okay.

Uh, and you know, there's a high attrition rate among teachers now, and that's a real concern for me, although I can't do anything about it now.

But, um, why don't we do it? So, so if you begin from an appreciative inquiry approach, you would say, okay, what are we doing? Right? What's we, we know there's all kinds of stuff that, that are problems.

Yes. What can we build on? What's the basis for, um, for building, you know, we've got a great school, we've got great people, we've got terrific staff, we've got terrific parents, you know, we've got great kids.

You know, let's start with that.

That's the baseline for that.

And, um, you know, when do we feel best? Well, you know, we're doing best when we're working with the kids.

We're doing best when the kids are doing, I don't know, cooperative projects, whatever.

It's, right. We're doing best.

When, when the, when the, um, when when we get together and the band's playing the football game, whatever it is, you know, that's when we're doing best.

Alright, that's great. How do we build on that? And then, and then we understand that we have problems with people leaving.

How can we build on these experiences to make it a better experience for teachers? I mean, and I don't know if that's just semantics.

You know, I, that's why I think that's why I think that whole conceptual framework, um, stuff is important.

I really, really believe that philosophy is important because it depends on how you approach it, you know? Mm-hmm. If you, if you approach, God, we got a problem.

I don't know what we're gonna do about this. I've got a, I've got a good friend who's still teaching, and she just comes to me with problems all the time, you know, and I wish you would just turn it around and say, you know what, yeah, we got problems.

We've got a lot of great stuff. How can we build on it? So, so I really do believe that, that people can use that approach and, you know, you're still gathering data.

Um, you, you, you're gathering some of the same stuff that you are in a case study, honestly.

Um, and I'm gonna slide about that.

Um, it's just, you're, you have a different, different philosophy and when you meet with the people, when you interview them, and, and you really ain't gonna need to do focus groups.

So I guess that's the other thing, you know, when we talk about you need three sources of data and, you know, maybe documents and interviews, and maybe do a focus group.

You, you're really gonna need to do a focus group here, and you, you're gonna need to pull people together, a few interviews, you know, you know, asking 10 questions isn't gonna do it.

You're not asking 10 questions.

You're asking these, you know, some key questions, but you're, you're digging in and, and, um, um, you know, I mean, there, there are a lot of strategies for, for collecting information in groups and building consensus and putting things up on, um, uh, whiteboards.

You know, we've probably all been involved in that.

And, uh, what can we all agree on mean, there's a lot of strategies for that.

And, and I guess that goes beyond the scope of this.

But, but I, you know, if, if somebody is in that position and they could get energized, I think it's much more powerful.

Uh, I think it's more powerful than a standard case study.

And so, mm-hmm. Yeah.

You know, I, I'm eager to, to have people think about, uh, appreciative inquiry.

Uh, you know, I would just say, don't get involved.

You're not gonna change the whole school system.

You know, you're not gonna change the whole organization.

You know, I know we all wanna do that, but you know, we, we do need to get done here.

And so, um, what, what can they, what can they realistically, I don't know, maybe that's an oxymoron for appreciative inquiry, but really, what, what, what do you, what do you wanna focus on? What do you want to get done? And let's do it.

And if it's, uh, uh, you know, attrition, you know, or retention or whatever, uh, alright, let's work on that.

And, and so that's a long answer.

I think it's a great question.

I think it really gets the basis of, um, of what we're talking about. Yeah.

That's really helpful. Thanks.

Yeah, I think so. And, and so, you know, so, so just talking about this, you know, you identify who the stakeholders, are they the teachers, uh, are they the parents? Um, you know, we've gotta research questions and, and this, you know, they, they, and, and, and reading the, the meta studies that have slight listed here, uh, they, they, the authors say that people do variations on this.

I mean, it's not a purist kind of phenomenon.

I mean, you know, when we present this, we present this as if the, in the purist case, well, realistically, you know, it's not, people get out there and they do different things.

But, but what, what are views, questionnaires, focus groups, pairs, observations.

Um, I'm always hesitant to, uh, recommend observations.

Uh, although, you know, it's in all kind of qualitative stuff, uh, in my opinion, you need to be trained to do an observation.

You need to have a rubric. Uh, but, you know, there it is.

Uh, and maybe, maybe you are, you know, I know when I was in school leadership, we were trained with, with that kind of thing, uh, I think most people aren't.

But, um, but it's there.

Uh, of course, we always develop an interview guide or protocol that's, that's nothing new.

Collect the data. Uh, how are we gonna use findings? Uh, how are we gonna report it? That's all standard step.

Decide who we're gonna interview.

Um, so here's your, just your generic interview questions and understand that each of these, we we're gonna probe, this is just the start.

So you know, it, it's almost like in, in a Delphi study, right? The purpose of the Delphi, uh, or the strategy of the Delphi is to come back again and again, you know, uh, with different questions, uh, after you gather the data.

And this is kind of like that, I think.

Um, four general questions to start.

Uh, again, describe a peak experience, high point in your life, personal or professional.

I think it's important. Okay.

Bring in the personal, uh, I mean, 'cause come on, we, we all bring our personal stuff to work.

So what, what just makes you glad in your personal life? You know, you know, your family, your dog, or whatever it is, right? Uh, as well as your professional life.

Uh, what do you value most about yourself? What do you value about your work, your organization? I guess those are actually three questions there.

Um, what do you think the core factor that gives life to your organization? And, and, and describe your vision of the future for the organization and, and your world, whatever that is.

I, I suppose that would be, um, where do you see yourself in the organization, right? You see yourself as a boss, you see your help, self help helping other people.

What is it? So these are all envisioning things, and, and it's, it's not, this isn't something that's done you, you know, in a 50 minute interview.

This is something that's done, uh, w with, with pairs, with groups.

I mean, it takes time, right? That's, that's a, that's a challenge of the approach.

It takes time. Uh, but, but I think, I think the rewards personally and professionally are, are just remarkable.

Um, of course, you know, standard thing, we gather the data, identify themes, metaphors, uh, what do we wanna learn more about? Uh, how are you gonna share your data? That's always a question in the dissertation.

Uh, it's always a question we ask in the defense.

What are you gonna do with this, uh, appreciative inquiry? You, you know, that really is important, uh, you're gonna share it with, with your organization.

What, what do you anticipate? Uh, they'll do.

Hopefully people are on board, as I said.

Um, this is a dissert, uh, sorry, sorry.

You can find dissertations, of course, here, uh, Phoenix, wonderful dissertations, uh, from University of Phoenix.

This is an appreciative inquiry, uh, study on, um, for which I, I was, I was a panel validator a couple of years ago, and it just to show you, okay, now, Dr. Walton, uh, uh, completed the study exploring reverse mentoring to prepare millennials for leadership within Janssen Scientific Affairs, uh, appreciative inquiry.

And I checked with her, and she's, she's fine with me, uh, sharing this.

She said, can I, yeah.

Hello? Hello, hello. Hi.

I just wanted to share that Dr. Walton actually also contributed in my book, um, about reverse mentoring and the AI recently, it was published in May.

So I just, it was so funny seeing her. You mentioned her, the Marvelous. Isn't that great? See there? That's great. Yeah. Awesome.

Yes, thank you.

Didn't know that. Thank you. Marvelous.

She did a marvelous dissertation.

And so of course, I encourage you to pull it up.

Oh, and we, we have a problem statement.

So, uh, there's a problem, uh, Uh, purpose is to explore reverse mentoring practices to identify, refine, and implement a consistent programmatic best practices that can help prepare millennial, uh, workers for leadership.

So, uh, there you are for that.

Uh, her questions, what exists? What, what would be best practices? What do we want? What's the desire to the future state, right? So, uh, her population were employees within Janssen Scientific, um, purpose of sampling snowball.

Okay? So, so whatever's a large organization, she did, uh, snowball and, um, purpose of sampling.

This is what I think is interesting.

And then, um, I think we're, we're just about done here.

So here's how she, uh, said that she collected data through Yammer posts and polls.

I'm not able to talk about that, but perhaps some of you are, um, should webinar questionnaires, unstructured interviews, focus groups.

So she did a lot of stuff.

So, you know, you can see the, all of that will contribute to a case study, of course, beautiful case study.

Uh, but she took this data collected from a variety of sources, and she turned it into an appreciative inquiry study.

Okay? So I encourage you to look that up.

I just wanted to mention to you a couple of things here.

Uh, I have, uh, I found two meta studies, uh, and I always like meta studies because, uh, the, the researchers, the, there's not a bunch of studies, right? And, and so they look for themes and so forth.

So they're marvelous resources.

Uh, this first one, Cho, is, uh, 2024, which we'd like to see, right? We'd like to see things current.

Uh, so we're ready for that.

Uh, and I think, You know, there are 2 1 1 had, uh, I think this had about 40 studies in that, so that's pretty good, right? And, and it talks about themes. They, they gathered there.

The other is, uh, Muriel Wilson.

And so et al, um, they did another, I think there were over 200 studies there regarding healthcare.

So, um, you know, even if healthcare isn't your focus, you can sure learn a lot about, uh, uh, appreciative inquiry by looking at those.

Uh, and that's 2022. So that's, you know, that's okay.

You know, a as you know, we, we, we ask people to have, um, primary majority of studies within the last five years.

Um, and so both of these would work, and of course, maybe studies that they're referencing are older than that.

So you just have to be aware of that.

Uh, try to be as current as you can.

But, but just between these two really provide a wealth of, of information and, and resources.

Um, there are a couple of websites, um, well, there are a million websites, but, but this is the, the Cooper Rider Center.

This is what he's doing these days.

Um, and it, it's pretty good.

It, it's out of, uh, I think it's Champlain College, Champlain College, um, and, uh, they've got a Cooper Writer Center there, and it's, it's a pretty good source for, um, resources, studies.

Of course, they'll be happy for you to, um, buy stuff from 'em.

You don't have to do that. I'm not saying you do that, but it's a good, it's, it's a, it's a good, uh, resource.

Uh, there's another one, the Taos Institute, also a really good, uh, resource, uh, that, that focuses on, uh, constructivism and, and positive attitude.

So it's a, uh, it's another good resource.

Uh, I've got the two Cooper writer books there as well, which are good resources.

So, um, I encourage you to check those out.

I think with those, you would be well on your way to finding, uh, a pretty strong background for an appreciative inquiry design.

Always consult the dissertation guide.

Always, always, always marvelous resource.

Uh, if you have a book marked it, you need to.

And, um, when you're getting down to the dissertation, you need to be aware of dissertation criteria assessment.

So, Dr. Stella, I think we're back to you.

This is what we want people to do.

So you wanna take it from here? Sure. So if you haven't joined the research methodology group, please do so.

I will drop a very long link into the chat, which will take you to the group, and you can request to join.

And then I will let you in.

That's where the materials are posted.

The recordings or the webinars are there.

We have some short verse learning videos, and we have a bunch that are in production right now that we are working on.

And they're also is the link to the office hours.

Um, you can also find information about the research methodology group in the research hub in the Cedar site.

So we have a page there as well.

Um, also, I am gonna post again, the link in the chat for the survey.

Uh, we love to hear your, um, feedback on our presentations, and also get your, uh, get ideas about what additional presentations we might do to be able to support both students and faculty as they conduct research at the University of Phoenix.

So the survey will take maybe five minutes, probably less than that.

Um, we would love to hear your feedback.

This particular webinar is a research designs webinar.

Um, so there's a question in there that asks you what kind of webinar it is to make sure you get the appropriate questions that we ask about the webinars.

Um, yes. So that's the next step.

So did anyone have any, oh, and then here's also a QR code to get to the research methodology group, team site, or a Bidly link.

So if you don't like this long thing that I'm about to put in the chat, that Bidly link will get you there.

Or if you're on a, you have a, um, a cell phone or some kind of device that can scan that, that, uh, QR code, you'll be able to get there.

Um, so were there any additional questions about appreciative inquiry? No.

Dr. Stella? Yes. Hi.

Hi, this is Tina student. Um, yes. Hi, Tina.

Could we go back to the slide before the references in the approach of appreciative inquiry right there? Yes, I know.

Um, we can discuss DM or post and polls, but I'd just like to have that.

Thank you.

So we're going, we're we'll send this out, right? Yes, yes, we will. We will send it out.

So did you wanna, um, take a picture of it or you wanted to discuss it? Oh, I'm sorry. I just wanted to take a picture because Oh, Okay. That's what I thought.

I just wanted To Yeah, sorry about that. Yeah, yeah. And We'll, we'll have it posted, but now you, you've already captured it, so that's, Thank you.

So, Any other questions about appreciative inquiry? I really appreciate the questions. That was marvelous.

Mm-hmm.

And I think the, um, the dissertation example, though, we gave snippets of it to be able to see appreciative inquiry in action, and then also the fact that that author wrote an article about it as well.

So seeing the comparison with the information that was shared in the article of the chapter as to what's in a dissertation, um, also is helpful after the dissertation when you're publish, uh, when you are working on publicizing your work or public, uh, publishing your work. So I think that's perfect.

Um, yeah, exactly. I think it's an example of health, uh, things evolve, snowball, uh, you know, get your degree.

Hopefully you're, you're focusing on something that you care about.

It's important. But it's a perfect example of going from, uh, a really strong dissertation to publishing a chapter and a book.

Hooray. And, uh, or an article, you know, we have dissertation of publication as well, uh, projects where, where we, uh, guide people to do the same thing.

So, um, great example. Thank you for sharing that. Yeah.