



Appreciative Inquiry Certification Practicum

**Andrew Roach
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Appreciative Inquiry Certification Practicum

Please include your name, title, agency that you work for, email address, and phone number.

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Please include the AIFT Dates and location that you received your training.

June 23-26, 2014
Las Vegas, NV

Brief description of the organization, group, or community you worked with.

I conducted an inquiry with Georgia Futures Facilitators (GFF). GFF is an association of person-centered planning facilitators supporting the growing interest of use of person-centered planning processes and strategies to meet the needs of persons with disabilities, their families, friends, and communities. (See this link for more information on person-centered planning: <http://ilr-edir1.ilr.cornell.edu/PCP/courses.cfm>). The role of a person-centered planning facilitator is challenging, but critical to the planning process. GFF provides facilitators with the support, coaching, and training they need to ensure the processes of person-centered planning are utilized with integrity and fidelity with the foundation of presuming competence in an individual's dream. The vision of the organization is to have a dedicated group of facilitators with a deep understanding of person-centered philosophies and the strategies used to promote greater inclusion of people with disabilities and their families in their respective communities.

List the names and/or category of stakeholders you included in the Core Group, the cross-section of people that helped you identify the topic and modify the Interview Guide.

To prepare for the inquiry, I had an initial meeting with two leaders from GFF, Stacey Ramirez and Ryan Johnson. During this initial meeting, we discussed their organization, its mission and aspirations, and possible positive topics for the inquiry process.

What was the positive topic that the Core Group identified for inquiry? What method did you use to help them identify the topic?

The Core Group (Stacey, Ryan, and I) used the Inquiry Mini Experience described in Watkins, Mohr, and Kelly (2011) to identify the following positive topic for the inquiry:

"GFF is a statewide presence, nationally recognized for achieving significant outcomes, and held in high regard by other organizations who want to learn about creating and sustaining impact in the lives of individuals with disabilities and their families."

Attach or include the modified Interview Guide they used, i.e., the Generic Interview Guide slightly modified for the positive topic of the inquiry.

The core group and I collaborated to create a modified Interview Guide, which is included below.

1. **BEST EXPERIENCE:** Tell me a story about the best times you have had with Georgia Futures Facilitators. Looking at your experiences, recall a time when you felt most alive,

most engaged, or most excited about the Georgia Future Facilitators' work and impact. What made it an exciting experience? Who was involved? Describe the event in detail.

2. **VALUES:** Let's talk for a moment about some things you value deeply; specifically, the things you value about yourself, about the nature of your work with person centered planning, and about Georgia Futures Facilitators.
 - A. Without being humble, what do you value most about yourself – as a person and as a member of Georgia Futures Facilitators?
 - B. When you are feeling best about your person centered planning efforts, what about the task do you value?
 - C. What do you value about Georgia Futures Facilitators?
 - D. What is the single most important thing that Georgia Futures Facilitators has contributed to your life? To the world?
3. **CORE VALUE:** What do you experience as the core value(s) of Georgia Future Facilitators? Give some examples of how you experience these values.
4. **THREE WISHES:** What three wishes would you make to heighten the vitality, health, and impact of Georgia Futures Facilitators?

What method of interviews did people use to inquire into exceptionally positive moments, face to face paired interviews, or some other way?

On August 26, 2014, 10 GFF members participated in the GFF Appreciative Inquiry Summit at the offices of All About Developmental Disabilities (AADD) in Decatur, GA. The complete AI Summit agenda is included below:

- | | |
|---|-------------|
| • Introductions | 9:00-9:20 |
| • Overview of AI | 9:20-9:40 |
| • Activity #1: Appreciative Inquiry Interviews | 9:40-10:50 |
| • Break | 10:50-11:00 |
| • Activity #2: Theme Identification Exercise | 11:00-11:45 |
| • Activity #3: Mapping the Positive Core | 11:45-12:35 |
| • Lunch | 12:35-1:35 |
| • Activity #4: Writing Provocative Propositions | 1:35-2:20 |
| • Activity #5: Moving from Aspiration to Action | 2:20-3:05 |
| • Break | 3:05-3:15 |
| • Activity #6: (e)Valuation and wrap-up | 3:15-3:45 |

Participants were provided with an AI Summit Workbook (see Appendix) that included a copy of the agenda and written directions for each of the day's activities. The processes and activities used during the summit were adapted from material presented in *Appreciative Inquiry: Change at the Speed of Imagination* (2nd ed.) by Watkins, Mohr, & Kelly (2011).

Interviews (Activity #1) were conducted face-to-face, but in triads rather than pairs because only 9 participants were in attendance during the morning session. The identified purpose of this activity was to explore the forces and factors that "give life" to GFF when it is at its best. In addition, in introducing and describing the interview process, I emphasized that the information produced by the interviews would be used throughout the day to shape participants' vision for GFF's future.

Participants were instructed to select two interview partners to form a triad. I suggested that it would be best if their triads included at least one person that they did not know well. Triads took

turns interviewing each member using the interview guide (included above). Each triad member was interviewed for 20-25 minutes. Participants were told to “encourage each of (their) partners to tell his/her story, draw them out with (their) positive energy and excitement.” Participants also were directed to take notes during the interviews and to listen for particular notable quotes and stories. After the triads completed all three interviews, individual participants had 10 minutes to complete the *Interview Summary Sheet* (included in the workbook in the Appendix).

Attach or include a list of the Life-Giving Forces (what they MOST wanted to create MORE of) that the group identified in the stories they shared.

As part of the theme identification exercise (Activity #2), the inquiry participants discussed their interviews in order to identify the forces and factors that give life, health, and vitality to GFF when it's at its best. Participants numbered off by threes, then joined with others who had their number to form new small groups. These newly formed small groups were directed to select someone to do each of the following tasks: (a) keep time, (b) scribe on the chart paper, and (c) present their final chart to the whole group. Each person then had an opportunity to share two or three of the best stories told by their interview triads. After hearing each other's stories, the small groups brainstormed list of all the themes that were present in the stories. [The following questions were provided to participants to guide their discussions: *What were the high points? What ideas or detail really “grabbed” you? What forces and factors seem to “give life” to GFF?*] The groups' recorders captured these factors on chart paper using the “Story Analysis” format illustrated below.

“Story Analysis”

Stories	Forces and Factors that “Give Life” to GFF
Maria's story...

Ed's story...

Once all of the stories had been analyzed, each small group identified the top 3-5 factors they felt give life, health, and vitality to GFF when it is at its best. Groups listed these on a new piece of chart paper using the following format.

“Our Group's Themes”

Themes	Dots
1	
2.	
3.	
4.	
5.	

Each small group presented their chart to the whole group, and answered any clarifying questions about the themes they had listed. Following the small groups' presentations, the participants were given 5 sticker dots. Working alone, each participant decided which (out of all

the themes on each of the small groups' charts) were the most important or representative of his or her dreams for GFF's future. Participants use their dots to endorse up to five different themes or they could choose to place multiple dots on one theme. The themes identified by each of the groups are presented below. The number of sticker dot votes received for each theme also is included.

Group A Themes	Dots
Being teachable at all levels	4
Valuing others	6
Creation of opportunity	1
Purpose driven	6
Build and share strength	2

Group B Themes	Dots
Synergistic growth through sharing various perspectives and experiences	6
Networking	0
Support	3
Universal facilitation (versatility in focus entities, business, organizations, focus person)	8
Community building based on gifts and capacities	0

Group C Themes	Dots
Synergistic coming together for purpose-driven universal facilitation	7
Shared experience to move forward	1
Emergence into possibility	1

Following the sticker voting exercise, a whole group discussion was conducted to facilitate "sensemaking" about the scatterplots. To prompt discussion, I posed the following questions to the whole group: *What do you notice about the charts? What themes appear most important to the group?*

After discussing the scatterplots, the small groups reconvened to complete mapping the positive core (Activity #3). The purpose of this activity was to develop a shared understanding of GFF's "positive core of strengths." Small groups were instructed discuss any changes they wanted to make their group's top 3-5 factors based on the results of the sticker voting activity. The small groups then used markers, pastels, and chart paper to create a "dream picture" that graphically illustrated GFF's core purpose and its positive core of strengths. The small groups were directed to take a few minutes to prepare a short presentation that included (a) a story from the interviews that powerfully illustrated GFF at its best; (b) their group's top 3-5 factors that give life, health, and vitality to GFF; and (c) their graphic illustration of GFF's positive core of strengths. Each small group's reporter stood to the front of the room and presented (in approximately 3 minutes) their small group's story, top 3-5 factors, and "dream picture"/graphic illustration of GFF's positive core of strengths. After reporting, each group posted its flipchart page and "dream picture" on a common spot on the wall. After all the small groups had presented, the whole group reflected on what patterns, highlights, and surprises they observed in the Positive Core Map (see the photo below).



Attach or include the Provocative Proposition(s) the group or organization created from the LGFs.

Participants then reconvened in their original triads (i.e. the small groups that conducted the initial interviews) to write Provocative Propositions. The purpose of this activity was to imagine the ideal future for GFF—a future they (as GFF members) want to contribute to realizing. In their small groups, participants discussed their reactions to/reflections on the whole group's *Positive Core Map* (i.e. the collection of dream pictures). The groups were then instructed to discuss the following question:

Let's pretend that tonight you go into a deep sleep and wake up in 2020. Visualize GFF the way you really want it to be. Be bold. What does the GFF of the future look like? What does it feel like? What's going on? What's new, better, best? What are you most inspired by? How does your vision help GFF accomplish its purpose and fulfill its mandate?

Based on the Positive Core Map and their visualization of GFF 2020, the group members worked together to create possibility statements or *Provocative Propositions*. These statements were intended to describe what GFF would look like and feel like when it achieves its ideal future. Participants were provided with the following definition to guide this discussion: "A possibility statement (or *Provocative Proposition*) is a statement that bridges the best of what is with your speculation or intuition of what might be. It should stretch the status quo, challenge common assumptions or routines, and help suggest desired possibilities for GFF and its members." Each small group wrote its *Provocative Proposition(s)* in large print on a piece of chart paper. Groups selected a reporter to present their *provocative proposition(s)* for the future of GFF to the whole group. The small groups' Provocative Propositions are listed below.

- GFF is a purpose-driven, synergistic community of leaders who support the achievement of the North Star Standard. [The North Star Standard represents the tenacious pursuance of the best of what can be.]
- GFF is a well-respected leader in universal facilitation through sustainable programming and capacity building. It's guided by a board and has a membership who demonstrates a clearly-defined North Star Standard. The GFF team is built around competence, confidence and building welcoming and inclusive communities.
- GFF is a committed association of supported facilitators; we are:
 - The primary "go-to" association for trusted person-centered planning;
 - Regionally supported and functioning;
 - Published and nationally recognized;
 - Instrumental in insuring no fewer than 30 school systems are embedding person-centered planning;
 - in transition planning;
 - Active in all 159 counties having hosted at least one person-centered planning;
 - training promoting gift-centered action; and
 - Influential beyond GA... hosting other states, sharing our evidence-based practices.

Attach or include the Strategic Intentions the group or organization developed to realize the Provocative Proposition(s) they created.

Although participants' energy and enthusiasm remained high, we simply ran out of time to complete the *Moving from Aspiration to Action* exercise (Activity #5) in the time allotted for our work. Because of this, I made the decision to skip part of the activity's guidelines and move

directly to simple commitments, offers, and requests. Participants were instructed to take a few moments to consider how they could contribute to bringing GFF's future to life. They had an opportunity to write their simple commitments, offers, or requests on large Post-It notes placed around the room on the walls. The following definitions were provided to support participants' understanding of this step:

- *Simple commitments* were actions that can be easily taken, typically within a few weeks and are within the existing authority and resources available to the person making the commitment.
- *Offers* are a form of "gift." For example, a participant may offer to commit time to an activity or might provide access to a resource he or she controls. An offer can be made in response to a request for collaboration. Offers can come in any shape or form—the more specific the better.
- *Requests* are focused on what one person or group needs from another person or group. For example, an individual might request a meeting with group leadership to discuss improving the group's communication strategies.

While individual participants were posting their commitments, offers, and requests, participants also completed an evaluation form. Participants' commitments, offers, and requests are listed below.

Offers

SR/HB – Outline structure of GFF "business plan"

SR/RJ – Organize folders of GFF info/resources

LR – Location for a facilitator training/retreat

RJ – Keep group up-to-date using social media

AL – Identify regionally located facilitators who will assist in starting processes to support county/system-level work

Requests

SR – Help writing proposal to corporate funders

AL – Dropbox cleanup w/ invite or GoogleShare option

AL – Committee heads finalize their shareable processes

RAH – Go with facilitator to a person-centered planning session (MAP or PATH)

Simple Commitments

SR – Pursue funding from Ga Pacific!

RJ – Reach out to focus persons to check-in

RAH – Continue my training, i.e. shadow at a person-centered planning facilitators

GR – Actively explore w/ local GFF'ers how to support the growth of person-centered planning at the local level

In addition, the following responses were received to the evaluation questions.

What about the Appreciative Inquiry approach most enlivened or excited you?

- The in-depth examination of the positive and possible left no stone unturned. The process was concise and complete.
- Working together to create collaborative statements.
- Talking to people who are engaged and excited about the future of GFF

- Better understanding of the purpose and process by being a part of the process.
- I love hands-on group activities. It really sparks my creativity.
- Coming together to answer questions in a way which focuses on possibilities.
- Engaging towards possibilities from conversations. Welcoming contributions individually.
- The interviews assisted with reflection and putting words into thoughts.
- The collaborative approach help me better understand what I was supposed to be doing. The give and take made for a more thoughtful product.
- Interaction with a diverse group of individuals.

What “elevator speech” about Appreciative Inquiry would you share with peers/ colleagues?

- AI is a process that support the creation of positive and possible futures.
- The process allows everyone to have a voice in creating action agreements that are meaningful and possible.
- A mechanism by which groups can acknowledge and build upon strengths in existence.
- AI is a systems change process that derives from recognizing an organization’s natural existing strengths and building on them to expand the impact of the organization.
- The process focuses on the positive things we do, and how we can continue to grow.
- AI is about discovering what is working and beneficial, and doing more of those things.
- Appreciative Inquiry is a process to reflect, plan, dream, and capture an idea.
- Positive collaboration on exercises that had a point and were useful and memorable.
- AI is an enlightening experience.

What elements of the Appreciative Inquiry process can you integrate into your work with GFF?

- AI questioning will certainly be included in my planning facilitation.
- A new tool for planning; a discussion guide—questions for facilitation.
- Always asking better questions.
- To show up with positive thinking and encouraging words.
- Sharing the vision of GFF to be intertwined in all communities in Georgia.
- Better understanding of common goals and the comfort of knowing my thoughts will be listened to.

What is one simple idea from this AI session that you can act on this week, or what is one simple action that your can take this week based on what was discussed today?

- Write a draft of a funding proposal to Georgia Pacific!
- Review database for locations covered by GFF and send email to gather information I am lacking.
- Dialogue with other local community members who attended about how to seed a core group of locals focused on GFF.
- Providing coaching and support to another person-centered planning facilitator.
- Asking better questions, and moving forward on community boards and events.
- Listening attentively.
- I would like to incorporate AI into the culture of my board.
- Do more reading on person-centered planning. Following up with Stacey about shadowing another facilitator.
- Collaborate more.

Impact or Results: What organizational, group or community attitude, process, or structure changes have people made as they move toward realizing the Provocative Proposition(s)? What progress have people made toward their Strategic Intentions or Initiatives or Pilot Projects? What stories of success can you share?

The AI session was held relatively recently, so the participants have not made a lot of progress towards realizing their Provocative Propositions. However, GFF leaders have shared that they sense a new energy and re-commitment to GFF's vision from the group. For example, they noticed a dramatic uptick in participation in their monthly coordinating conference call.

What will you do to ensure that people continue to move toward realizing the Provocative Proposition(s)? How will you help them gather stories of success? How will you help them celebrate? How will you, as the AI Facilitator, support their ongoing success?

I participated in the GFF monthly conference call in September and reviewed some preliminary results of the AI process with the group. I plan to "check-in" to gather stories of success during a GFF quarterly meeting (or during another monthly conference call). The core group members, Stacey Ramirez and Ryan Johnson, are my colleagues at the Center for Leadership in Disability. We are in dialogue about next steps to support GFF's progress towards realizing the Provocative Propositions generated during our inquiry session.

What did you wish for in the inquiry? What did you learn from the inquiry about yourself and your facilitation? What was your "personal best" experience related to facilitating the Inquiry?

Jumping in and implementing an inquiry was an important step in believing in myself as an emerging AI facilitator. Going into my work with GFF, I was uncertain about my ability to skillfully structure and guide the group's inquiry. Fortunately, once the inquiry started, I felt comfortable leading the group and facilitating the different activities and conversations felt very natural. In follow-up discussions with the core team, they indicated that my facilitation style was very supportive and I expressed an openness to different perspectives and ideas. They also noted that I appeared comfortable with the "emergent" nature of the AI process—I was able to be flexible and make changes to the activity directions and the day's agenda as needed. Personally, I was impressed by the level of engagement from participants and the depth of the conversations produced by the inquiry process. It was exciting to move around the room and "eavesdrop" on the small groups' work. I found myself wishing I had planned a strategy for capturing more of the interactions between participants; there was a richness to their comments and reflections that is only hinted at in the data I was able to collect and report. My "personal best" experience was a conversation with the core team and a small subset of participants at the end of the day. They expressed their excitement with what we had accomplished and their appreciation for my leadership of and contributions to the inquiry process. My next steps are to continue learning about Appreciative Inquiry and to pursue additional opportunities to serve as a facilitator for other groups' inquiries.

Have you received permission from the "client" or "clients" to tell us their story? In other words, does Company of Experts, Inc. have permission to share this story with others? If not, who would Company of Experts, Inc. need to contact to receive permission? If you could please answer each question as if telling us a story. Attach any materials that you may use such as power points, agendas, etc. It helps for us to "experience" your facilitation. Also, if you take pictures and we may use those, please include them.

Yes, I have permission from Georgia Futures Facilitators to share their story. I am attaching 1) a copy of the agenda and other materials that were used as part of the inquiry process; and 2) photographs taken during our work together.

Appendices

**Georgia Futures Facilitators
Appreciative Inquiry
August 26, 2014**



Processes and activities included in this workbook were adapted from material presented in *Appreciative Inquiry: Change at the Speed of Imagination* (2nd ed.) by Watkins, Mohr, & Kelly (2011).

**GFF Appreciative Inquiry
August 26, 2014
Agenda**

- | | |
|---|-------------|
| • Introductions | 9:00-9:20 |
| • Overview of AI | 9:20-9:40 |
| • Activity #1: Appreciative Inquiry Interviews | 9:40-10:50 |
| • Break | 10:50-11:00 |
| • Activity #2: Theme Identification Exercise | 11:00-11:45 |
| • Activity #3: Mapping the Positive Core | 11:45-12:35 |
| • Lunch | 12:35-1:35 |
| • Activity #4: Writing Provocative Propositions | 1:35-2:20 |
| • Activity #5: Moving from Aspiration to Action | 2:20-3:05 |
| • Break | 3:05-3:15 |
| • Activity #6: (e)Valuation and wrap-up | 3:15-3:45 |

Activity #1: Appreciative Inquiry Interviews/Discover (70 minutes)

Purpose: To explore the forces and factors that “give life” to GFF when it is at its best

Guidelines:

- Select an interview partner. [It’s best if it’s someone you don’t know very well.]
- Interview your partner using the interview guide on the following pages. Each person will have 30 minutes to interview his or her partner. Encourage your partner to tell his/her story, draw them out with your positive energy and excitement.
- Take good notes and be listening for great quotes and stories. You will share the results of your interview in the next activity.
- After you have completed both interviews, take 10 minutes to complete the *Interview Summary Sheet*.
- The information you collect in these interviews will be used throughout the day to shape our vision for GFF’s future.

Georgia Futures Facilitators
Appreciative Inquiry Interview Guide

5. **BEST EXPERIENCE:** Tell me a story about the best times you have had with Georgia Futures Facilitators. Looking at your experiences, recall a time when you felt most alive, most engaged, or most excited about the Georgia Future Facilitators' work and impact. What made it an exciting experience? Who was involved? Describe the event in detail.

6. **VALUES:** Let's talk for a moment about some things you value deeply; specifically, the things you value about yourself, about the nature of your work with person centered planning, and about Georgia Futures Facilitators.
 - A. Without being humble, what do you value most about yourself – as a person *and* as a member of Georgia Futures Facilitators?

 - B. When you are feeling best about your person centered planning efforts, what about the task do you value?

C. What do you value about Georgia Futures Facilitators?

D. What is the single most important thing that Georgia Futures Facilitators has contributed to your life? To the world?

7. CORE VALUE: What do you experience as the core value(s) of Georgia Future Facilitators? Give some examples of how you experience these values.

8. THREE WISHES: What three wishes would you make to heighten the vitality, health, and impact of Georgia Futures Facilitators?

Interview Summary Sheet

1. What was the most appreciative *quotable quote* that came out of your interview?
2. What was the most *compelling story* that came out of your interview? What details and examples did the interviewee share? How were the interviewee and/or others changed by the story?
3. What was the most *“life-giving” moment* of the interview for you as a listener?
4. Did a particularly *creative and/or innovative example* emerge from the interview? If so, describe what learned about it.
5. What *three themes* stood out most for you during the interview?

Activity #2: Theme Identification Exercise/Discover (50 minutes)

Purpose: To highlight and illuminate the forces and factors that give life, health, and vitality to GFF when it's at its best.

Small Group Discussion (30 minutes)

- Each pair of interview partners joins up with another pair of participants to form a small group.
- Select someone to (a) keep time, (b) scribe on the chart paper, and (c) present your final chart to the whole group.
- Each person shares two or three of the best stories told by their interview partner.
- After hearing each other's stories, create a brainstormed list of all the themes that were present in the stories—*What were the high points? What ideas or detail really “grabbed” you? What forces and factors seem to “give life” to GFF?*
- The recorder captures these factors on a flipchart using the “story analysis” format illustrated below.

“Story Analysis”

Stories	Forces and Factors that “Give Life” to GFF
Maria's story...

Ed's story...

- Once all of the stories have been analyzed, identify as a group the top 3-5 factors that give life, health, and vitality to GFF when it's at its best. List these on a new flipchart page using this format.

“Our Group's Themes”

Themes	Dots
1 	
2. 	
3.	
4.	
5.	

Whole Group Activity: Voting and Sensemaking (20 minutes)

- Each team presents their chart and answers any clarifying questions about the themes they have listed.
- Each participant has 5 sticker dots. Working alone, decide which (out of all theme's on the wall) are the most important to include in your dreams of GFF's future. You can use all of your dots for a different theme or you can put multiple dots on one theme.
- Making sense of the scatterplots: *What do you notice about the charts? What themes appear most important to the group?*

Activity #3: Mapping the Positive Core Exercise/Dream (50 minutes)

Purpose: (1) To develop a shared understanding of GFF’s “positive core of strengths” and (2) to connect strength with strength to build a shared understanding of what gives life, health, and vitality to GFF when it’s at its best.

Guidelines:

- Discuss any changes your group wants to make your top 3-5 factors based on the results of the sticker voting activity.
- Using markers and chart paper, create a “dream picture” that is a graphic illustration of GFF’s core purpose and its positive core of strengths--the forces and factors that give it life, health, and vitality when it’s at its best. (About 25 minutes for this activity)
- Take a few minutes to prepare a short presentation that includes:
 - A story from the interviews that powerfully illustrates GFF at its best.
 - Your group’s top 3-5 factors that give life, health, and vitality to GFF.
 - Your graphic illustration of GFF’s positive core of strengths.
 - Each group’s reporter will go to the front of the room and present (in approximately 3 minutes) the group’s story, top 3-5 factors, and “dream picture”/graphic illustration of GFF’s positive core of strengths.
- After reporting, each group posts its flipchart page and “dream picture” on a common spot on the wall. As each group posts its work next to the other groups’ work, the display on the wall (“Positive Core Map”) gets bigger and bigger, and many themes and patterns are seen across the various presentations.
- As you listen to the dream picture presentations, jot down those things that you hear that you consider particularly promising for the future of GFF using the form below.
- After all the table groups have presented, the whole group will gather around the Positive Core Map and reflect on what patterns, highlights, and surprises they see.

Individual Worksheet
The Future of Georgia Future Facilitators: Promising Ideas and Directions

Directions: As you listen to the dream picture presentations, jot down those things that you hear that you consider ***particularly promising for the future*** of GFF. List key images, words, phrases, and “quotable quotes” that should be in GFF’s mission and vision statements *and* specific high-leverage opportunities, priorities, projects and directions that will allow us to translate vision into reality.

Images, Words, Phrases, “Quotable Quotes”	Opportunities, Priorities, Projects, Directions

Activity #4: Writing Provocative Propositions/Dream & Design (45 minutes)

Purpose: To imagine the ideal future for GFF—a future you want to be part of.

Guidelines:

- In your small groups, discuss your reactions to/reflections on the whole group's *Positive Core Map* (i.e. the collection of dream pictures).
- In your small group, discuss the following question:
Let's pretend that tonight you go into a deep sleep and wake up in 2020. Visualize GFF the way you really want it to be. Be bold. What does the GFF of the future look like? What does it feel like? What's going on? What's new, better, best? What are you most inspired by? How does your vision help GFF accomplish its purpose and fulfill its mandate?
- Decide how you might put the GFF's positive core map *and* your dreams for its future into writing. Your group will be creating a *possibility statement* that describes what GFF would look like and feel like when it achieves its ideal future.
- A *possibility statement* (or *provocative proposition*) is a statement that bridges the best of what is with your speculation or intuition of what might be. It should stretch the status quo, challenge common assumptions or routines, and help suggest desired possibilities for GFF and its members.
- Write your group's *provocative proposition(s)* in large print on a piece of chart paper.
- Each group's reporter presents their group's *provocative proposition(s)* for the future of GFF.
- After each of the groups have presented, we will discuss on what we have heard, including common trends and priorities across the groups' presentations.

Activity #5: Moving from Aspiration to Action/Design & Deliver (45 minutes)

Purpose: To begin building the future you want for GFF.

Guidelines:

- Working in your group of four, select a provocative proposition from Activity #4.
- In your group, brainstorm a list of strategic priorities (i.e., ideas and activities) that can be implemented to bring the provocative proposition to life.
- As a group, choose the 3-5 top strategic priorities you believe will have the greatest impact on the positive future for GFF. Write them on a flipchart page and prepare to report out.
- Each group's reporter presents their group's strategic priority for the future of GFF.

.....

- *On your own*, take a few moments to consider how you can contribute to bringing GFF's future to life. You will have an opportunity to publicly state a *simple commitment*, make an *offer*, or articulate a *request*. [See definitions below.] Be ready to share your contributions with the group.
 - *Simple commitments* describe actions that can be easily taken, typically within a few weeks and are within the existing authority and resources available to the person making the commitment.
 - *Offers* are a form of "gift." For example, a participant may offer to commit time to an activity or might provide access to a resource he or she controls. An offer can be made in response to a request for collaboration. Offers can come in any shape or form—the more specific the better.
 - *Requests* are focused on what one person or group needs from another person or group. For example, an individual might request a meeting with group leadership to discuss improving the group's communication strategies.
- Make a list of possible ways to integrate what you learned and experienced today into your work as a Georgia Future Facilitator.

Activity # 6: (e)Valuation (30 minutes)

Purpose: To gather (e)valuation data from participants.

Guidelines: Answer the questions individually, and be prepared to discuss with the group.

1. What about the Appreciative Inquiry approach most enlivened or excited you?

2. What “elevator speech” about Appreciative Inquiry would you share with peers/colleagues?

3. What elements of the Appreciative Inquiry process can you integrate into your work with GFF?

4. What is one simple idea from this AI session that you can act on this week, or what is one simple action that you can take this week based on what was discussed today?

AI Summit Photographs











