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Appreciative Inquiry Approaches to Organizational Transformation

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Sudipto Bhattacharya and Tanusree Chakraborty



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Appreciative Inquiry Approaches to Organizational Transformation

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Appreciative inquiry (AI) is an approach to organizational transformation that focuses on strengths and positivity rather than weaknesses and negativity. The chapter endeavours to relate how the theory of Pygmalion effect is interrelated with AI practices. The Pygmalion effect is a psychosomatic phenomenon wherein high expectations lead to enhanced performance in a given area. Attempts have been made to explain how the process or action of appreciative inquiry based on the theory of Pygmalion effect influences academic performance, innovative practices, and employee behaviour to a great extent. It has briefly touched upon the concept of appreciative education as well, which is a framework for delivering high quality education on both an individual and organizational level. It insists to link the positive energy of AI directly to any change agenda and asserts that changes, which were never thought possible in individuals, institutions, and organizations, will suddenly and democratically be mobilized.

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This chapter brings to the readers a crisp understanding of what appreciative inquiry (AI) is all about in terms of envisioning an effective organization towards sustainability. The chapter journeys through different phases of AI and explains organizational transformations as living systems, energetic and entrenched endeavours of ever-widening webs of unlimited strength and boundless human imagination, can develop into a desired organization. It highlights that HR practices need to focus on the eternal faith upon the dream of a fully functioning organization and focus on how leadership has a role and outcome with respect to appreciative inquiry. Touching upon team effectiveness through AI and how co-owning and co-creating organizational effectiveness is achieved, the chapter also touches upon briefly the required

skills of a AI practitioners who lead the change. Finally, it elucidates how AI is used within an evaluation context. The chapter is an attempt to give a crisp message as to how to tap the positive organizational potential by emphasizing the role of appreciative leadership.

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Sanjukta Ghosh, Srishti Institute of Art Design and Technology, India

Appreciative inquiry is an act of nurturing a group of people in a system to move into positive futures through relationship development and generative learning. The culture of a healthy institution is formed through shared values and beliefs. Appreciative inquiry gives people the experience of personal and collective power, a sense of liberation, and freedom. It enhances self-esteem and self-expression which leads to self-organization. Freedom comes with responsibilities and self-organization. Self-organizing systems take care of power inequality, balance resources, and optimize when required. Appreciative learning is the art of valuing and inquiring those possibilities that can create something profoundly new. Any innovative organization goes beyond the perceived constraints and focuses on opportunities around and evaluates internal strengths and strategises their moves. Appreciative inquiry nurtures creative and innovative thinking by fostering a positive focus.

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Appreciative inquiry (AI) has been used to promote positive change in different areas of organizational life. It is based on the 4D cycle which includes four distinct stages: discover, dream, design, and destiny. Organizational wellbeing is both a strategy and a responsibility, especially in recent times, when the line between work and life seems to be blurring, and there has been an increased concern about the role that work plays in the health and wellbeing of employees. AI is substantially different from other institutional analysis methodologies because it is not focused on solving problems, but on the positive aspects of organizational life and culture. This chapter presents the case of a private university in Puebla, Mexico, which has been promoting holistic programs to improve employees' wellbeing and happiness, reducing stress and other potential health problems through appreciative inquiry on what members dream, long for, and aspire in terms of better overall health. It is a descriptive study that presents a specific case.

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Knowledge management itself is a complex activity related to building organizational capabilities to integrate various forms of interactive technology with critical social, cultural, and organizational issues of knowledge workers. This becomes the core of all aspects of KM—knowledge creation, sharing, transformation, and retention—in the organization. Development of an effective KM strategy via

adopting the appreciative inquiry approach can decide on the future of the robustness of organizations, organizational transformation, and eventually enhances the scope of competitive advantage. This chapter will incorporate the tenets of KM and ancillary practices, theory of organizations, though the lens of appreciative inquiry approach and the way an organization’s structural transformation can be influenced by strategic management of knowledge within the organization. It will concurrently demonstrate the index of strategic influence within the overall organizational network.

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Chandana Aditya, Women’s College, Calcutta, India

This chapter attempts to shed light on a relatively new concept of appreciative inquiry, which is a learning as well as research technique. The uniqueness of this concept is in its focus on positive and growth-oriented changes in the lives of individuals as well as in organizational culture. The chapter attempts to relate the role of appreciative inquiry with some of the well-researched psychological constructs like emotional intelligence, need hierarchy, and self-determination. Studies related to such constructs and AI techniques are mentioned to highlight its contribution in organizational transformation. Though the importance of this technique is primarily in the field of human resource development, it can be applied with equal emphasis in promoting work culture and overall organizational climate.

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Malabika Tripathi, Amity University, Kolkata, India

Appreciative inquiry is an ‘asset-based’ approach that focuses on the positive things of life. Through its 4D cycle and principles it generates transformation of organization. AI when practiced goes through 4D cycle of discovery, dream, design, and destiny. An individual gets the scope to rediscover and reorganize when passing through these four phases. This liberates the mind through exploration and introspection. Interventions of AI even clarify the ‘shadow’ area of the human mind. The chapter tries to establish AI as a potential tool that can be used at individual level to aid in up gradation of mental health awareness through reviewing existing literature in this field.

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Anindita Majumdar, Amity University, Kolkata, India

Inspired from the movement of positive psychology, appreciative inquiry (AI) contributed immensely and continues to do so in organisational development (OD) from every aspect. As it is driven by the strength-based possibility-focused thinking approach, rather than the deficit thinking approach of problem solving inquiry method, appreciative inquiry helps in creating an overall positive environment in the organisation (practice of positive OD). The scope of appreciative inquiry, thus, is not only limited to organisational problem diagnosis and therapeutic realm, but has also spread out its wings in communication and relation building, change management, development programmes, and many more. This chapter, hence, has tried to emphasise and briefly discuss appreciative inquiry’s vast scope, contribution, and positive approach

in the sphere of organisational development.

Chapter 9

The Relationship Between Ethical Leadership and Innovative Work Behaviour: Role of

Appreciative Inquiry 133

Anubhuti Saxena, Birla Institute of Technology, Mesra, India

Asha Prasad, Birla Institute of Technology, Mesra, India

Innovative work behaviour forms an important origin for obtaining competitive advantage, and its development gives a commanding challenge being faced by several organizations. In this chapter, the positive impact of ethical leadership at individual and collective levels is proposed to positively impact IWB by employing the theory of decomposed planned behavior. The authors present that appreciative inquiry plays an important role in development of EL, which leads to fairness, power sharing, role clarification, people orientation, integrity, ethical guidance, and concern for sustainability, which strengthens an individual's positive job attitudes, subjective norms, and perceived behavioral controls by affecting the underlying behavioral, normative, and control beliefs. In putting forward a holistic and multi-level framework linking EL (at individual and collective levels) with IWB, this chapter contributes to both positive attitudes and EL literatures. At the end, the authors discuss the theoretical and pragmatic implications of the proposed model.

Chapter 10

Effect of an Emotional Intelligence Intervention Program on Coping Strategies Among

Government School Teachers 148

Jayalakshmi V., Wipro Technologies, India

Aravindakshan M., St. Peter's University, India

Teaching is regarded to be among the careers in which employees are subjected to high levels of stress. Teacher stress is a complex and enduring problem. Hence, it is highly crucial that teachers learn ways of coping or managing with stressors inherent in teaching. Studies have shown that emotionally intelligent individuals can cope better with the challenges of life and control their emotions more efficiently than those who cannot. Thus, the present study aimed at developing an emotional intelligence intervention program and assessing its effect on the coping strategies among schoolteachers. Simple random sampling technique was adopted to select 47 teachers (25 women and 22 men) working in government schools in Erode district as sample for the study. An emotional intelligence intervention program that was tailor-made by the researcher was implemented on the experimental group. Results revealed that the emotional intelligence intervention program was very effective in helping teachers use effective coping strategies to combat stress.

Chapter 11

Appreciative Leadership: Bringing Out the Best of All Worlds!!! 157

Tiny Tanushree Gohain, Dr. M. G. R. Education and Research Institute University, India

The 21st century world is connected through a complex web of different technologies where there are lots of complexities faced by various organizations worldwide. There are challenges in terms of employee attrition, uncertain future, and complex and dynamic policies and procedures. We are also constantly bombarded with cutthroat competition and huge challenges in terms of social, economic, political, and environmental factors. We also see workplace diversity, which has become an area of organizational

culture. These varied challenges require another revolution in the domain of management and organization at large wherein newer leadership practices would be called forth. This chapter introduces appreciative leadership as the new and the most powerful approach of leadership that addresses all possible challenges of the new world.

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<i>Shravana Bardhan, George College of Management and Science, India</i>	

This chapter attempts to find the role of appreciative inquiry in employee engagement and organizational transformation. An attempt has been made to explain the impact of appreciative inquiry on employee engagement, which eventually helps in organizational transformation with minimal hindrances. Employee engagement has turned into an undeniably conspicuous issue in the region of organizational development (OD) likely because of the developing collection of research encompassing the positive connection between employee engagement and organizational development, which also comprises profit margin. Appreciative inquiry is a vision-based approach of open dialogue that is designed to help organizations and their partners create a shared vision for the future and a mission to operate in the present. The main thrust area of appreciative inquiry is to find out what works best for the organization. Instead of focusing on negativity, appreciative inquiry focuses on the positive aspect of the organization.

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<i>Madhurima Ganguly, Heritage Business School, Kolkata, India</i>	
<i>Mithila RoyBardhan, INIFD Lindsay Street, India</i>	

This chapter discusses the concept of appreciative leadership with emphasis on the formative stages of it and the five strategies, namely inquiry, inclusion, inspiration, illumination, and integrity. It also touches upon the characteristics needed to emerge as an effective appreciative leader, some of them being optimistic, compassionate, innovative, respectful, and treating everyone as equal. The chapter concludes by highlighting the role of appreciative leadership in organizational development.

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<i>Komalpreet Kaur, Mittal School of Business, Lovely Professional University, India</i>	

The simple assumption of appreciate inquiry is that organizations all around the globe have something that works well, which becomes their point of initiation for generating positive vibration. Appreciate inquiry promotes learning, innovation, and understanding in organization arrangement and process. Appreciate inquiry refers to finding a holistic knowledge base, team building actions designed to achieve the vision of the organization and society as a whole, and appreciating is an art of valuing those elements that generates a positive environment in a group or organization. The process involved in AI includes storytelling and interviewing to dig the best of the past and discovering what one wants.

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Audrey Faye Falk, Merrimack College, USA

Christina M. Berthelsen, Cummings Properties/Cummings Foundation, USA

Linda Meccouri, Merrimack College, USA

This chapter focuses on the use of appreciative inquiry in higher education and community contexts, providing an extensive review of this literature. Furthermore, the chapter describes how appreciative inquiry has been applied within the Community Engagement Program at Merrimack College. Jointly written by the program director, a graduate student, and an adjunct instructor, the chapter includes all three voices and perspectives. It includes lessons learned that may be generalizable to business and organizational contexts.

Chapter 16

Sustaining Family Businesses in India: An Appreciative Inquiry Approach to Traditional Businesses 225

Meghna Goel, NMIMS University, India

Girish Santosh Bagale, NMIMS University, India

In this chapter, the authors intend to present appreciative inquiry in the context of family-run businesses (FRBs). The challenges of family-run businesses are in addition to challenges faced by non-family businesses. The context in which appreciative inquiry may be applied in family-run businesses may range from succession, remuneration, performance assessments, retirement planning, or transforming traditional business to scale up. In any kind of change initiative, the principles of appreciative inquiry may be applied. The chapter presents the typical challenges of family-run businesses, scope of appreciative inquiry in family businesses, and prior work and a case to understand application of appreciative inquiry in family-run businesses.

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Foreword

It is a great pleasure to have been asked to provide a foreword to an edited volume on a topic that is one of my great passions, *Appreciative Inquiry*. Appreciative Inquiry is an approach to organizational transformation, which focuses exclusively on strengths rather than on weaknesses; be it at an individual, group, or even at an organizational level. This approach is markedly different from many approaches of evaluation that focus on shortfalls and challenges. Appreciative Inquiry (AI) is a process that investigates, recognizes and further improves the best of “what is” in organizations in order to create an enriched future. Often used in the organization development arena as an approach to large-scale change, it is a means for addressing problems, challenges, changes and concerns of an organization in ways that build on the successful, operative and enlivening experiences of its members.

AI is the unveiling of the best in human resource, the organizations we work in and the encompassing world. The process involves the art of asking unconditional positive questions, and makes an organization’s system stronger and accentuates the positive potential existing within. The principle is to avoid negation and criticism and to have a positive approach towards leveraging a positive potential.

The approach of AI in organizational transformation is a topic that can be identified as the need of the hour. In today’s business world, AI has been recognized as a participative learning process to identify and spread best practices. It is also a way of managing and working that encourages trust, decreases defensiveness and doubt, and helps to create robust working relationships quickly. Once we have identified this “positive core” and connect it directly to a strategic agenda, changes previously thought not possible can be rapidly attained, while at the same time building keenness, assurance and dynamism to get things done.

Most important to me, the editors, Dr. Sudipto Bhattacharya and Dr. Tanusree Chakraborty, along with the support of their publisher, IGI Global Publications, should be congratulated for sparing no effort to recognize the global audience of such a relevant and significant topic and bringing out this book in a highly readable form. This text is very appropriately timed, and I think it will positively engage a wide variety of practitioners and consultants, researchers as well as organizations to improve organizational functioning through an AI approach.

I compliment the editors, authors and publisher for this brilliant academic venture and wholeheartedly wish this book a great success and believe it will serve as a valuable resource to academicians, researchers and policy makers in this field.

Regards and best wishes,

Kandaswamy Bharathan
Kavithalayaa Productions (P) Ltd., India

Preface

Appreciative Inquiry (AI) is a model of change management, exceptionally appropriate to the values, beliefs, and challenges of present-day organizations. AI is a process that emphasizes identifying and building on strengths, rather than focusing entirely on fixing weaknesses as most other change processes ensure. As the chapters in this book illustrate, AI results in dramatic developments in the triple bottom line: planet, people and profit. AI has been used to expressively boost customer satisfaction, cost competitiveness, revenues, profits, and employee engagement, retention, and morale, as well as organizations' abilities to meet the needs of society. The approaches of AI in organizational development demonstrate how AI can be essentially applied through positive psychology, understanding various perspectives and testing those approaches to create transformations through dialogue.

Appreciative Inquiry has its theoretical framework in positive psychology and positive organizational change. It was introduced and developed by David Cooperrider (1986) and his colleagues at Case Western Reserve University. Appreciative Inquiry upholds that organizations grow further efficaciously through "discovery and valuing, envisaging, discourse and co-constructing the future" (Ashford & Patkar, 2001). AI rests on the platform, of how the participating members get involved and enthused by concentrating on their own positive practices. Hammond (1996) says in an AI session, that the participants actually explore how well to dwell on the moments of success. Watkins and Mohr (2001) also add that AI is basically a philosophy and direction to change, that has the capacity to alter the existing organizational learning practices, the design and the strategies for development.

The key premise on which appreciative inquiry is based is how much leverage do we have, when we invest in and build on the existing talents and capacities of people in an organization, versus dealing with weaknesses that can be very rarely worked around. The old school of thought works on overcoming the weaknesses, as those attract our attention more than our strengths. Appreciative inquiry on the other hand works on strengths to bring out the best. Roarty and Toogood (2014) have suggested that, identification of an outcome, leads to internal motivation and better results. This has been suggested by Covington (2000) as well.

As transformative learning can be accomplished by the procedure of AI methodology, the AI process has illustrated that it helps an organization to understand that learning simply implies challenges requiring adaptive solutions. The results of engaging in AI practices have been found to bring positive results in many cases. In a research in which the author compared teams attempting creative problem solving versus teams employing appreciative inquiry, it was reported that the teams that engaged in AI, exhibited higher self-efficacy and a robust team spirit than the group that engaged in problem-solving. AI has also been found impactful when used simultaneously with executive coaching.

Preface

The present book on AI was proposed with the brief idea, that it would cover areas of the need for appreciative inquiry, the principles of AI, challenges & solutions, case studies, common pitfalls, best practices, appreciative leadership, the psychology of appreciation in appreciative inquiry, appreciative inquiry for organizational development, and benefits of appreciative inquiry. The book will provide delight to readers and an engaging reading experience through its 16 chapters which are crafted as follows:

Chapter 1: Driving Performance Through Appreciative Inquiry – Role of Pygmalion Effect in Academics and Industry

This chapter endeavours to relate how the theory of Pygmalion effect is interrelated with AI practices. Attempts have been made to explain how the process or action of Appreciative Inquiry based on the theory of Pygmalion effect influences academic performance, innovative practices and employee behaviour to a great extent.

Chapter 2: Tapping the Positive Organizational Potential Through Appreciative Leadership

This chapter brings to the readers a crisp understanding of what Appreciative Inquiry (AI) is all about in terms of envisioning an effective organization towards sustainability. The chapter journeys through different phases of AI, explains how organizational transformations as living systems, energetic and entrenched endeavours of ever-widening webs of unlimited strength and boundless human imagination can develop into a desired organization.

Chapter 3: Appreciative Inquiry as a Potential Tool to Nurture Creativity – A Path to Drive Innovation

This chapter focuses on how Appreciative Inquiry is an act of nurturing a group of people in a system to move into positive futures through relationship development and generative learning. The culture of a healthy institution is formed through shared values and beliefs. It also comprises of tangible ways of creating bonds among a group of people through physical environment, shared symbols, artifacts, organizational narratives etc.

Chapter 4: Health and Wellbeing as Appreciative Inquiry in a Private University in Mexico

This chapter presents the case of a private university in Puebla, Mexico, which has been promoting holistic programs through appreciative inquiry approaches to improve employees' wellbeing and happiness, reducing stress and other potential health problems through appreciative inquiry on what members dream, long for, and aspire in terms of better overall health. It is a descriptive study that presents a specific case.

Chapter 5: Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach for Organizational Transformation – The Indian Context

This chapter incorporates the tenets of Knowledge Management and ancillary practices, theory of organizations, though the lens of an appreciative inquiry approach and the way an organization's structural transformation can be influenced by strategic management of knowledge within the organization. It will concurrently demonstrate the index of strategic influence within the overall organizational network.

Chapter 6: Reviewing Appreciative Inquiry – Looking Through the Lens of Emotional Intelligence, Intrinsic Motivation, and Need Hierarchy

This chapter attempts to throw light on appreciative inquiry which is a learning as well as a research technique; it attempts to relate the role of appreciative inquiry with some of the well-researched psychological constructs like emotional intelligence, need hierarchy and self-determination. Studies related to such constructs and AI techniques are mentioned to highlight its contribution in organizational transformation.

Chapter 7: Appreciative Inquiry and Mental Health Improvement – A Review on Applicative Potential at Individual Level

The present article tries to establish AI as a potential tool which can be used at the individual level to aid in up-gradation of mental health awareness - by reviewing existing literature in this field. This chapter asserts that appreciative inquiry is an ‘asset-based’ approach which focuses on the positive things of life.

Chapter 8: Discovering the Root Causes of Success – the Strength-Based Approach in Organizational Development

This chapter has tried to emphasize and briefly discuss Appreciative Inquiry’s vast scope, contribution and positive approach in the sphere of organizational development. Inspired by the movement of positive psychology, appreciative inquiry (AI) contributed immensely and the scope of appreciative inquiry has been explained to be not only limited to organizational problem diagnosis and therapeutic realm, but has also spread out its wings in communication and relation building, change management, development programmes, and many more

Chapter 9: The Relationship Between Ethical Leadership and Innovative Work Behaviour – Role of Appreciative Inquiry

This chapter attempts to embrace innovative Work Behaviour and Ethical Leadership (EL) in the light of AI. The authors present the theory that Appreciative Inquiry plays an important role in development of EL which leads to Fairness, Power Sharing, Role Clarification, People Orientation, Integrity, Ethical Guidance and Concern for Sustainability, which strengthens an individual’s positive job attitudes, subjective norms, and perceived behavioral controls by affecting the underlying behavioral, normative and control beliefs.

Chapter 10: Effect of EI Intervention on Coping Strategies of Government School Teachers

Teaching is regarded to be among the careers in which employees are subjected to high levels of stress. Teacher stress is a complex and enduring problem. Hence, it is highly crucial that teachers learn ways of coping or managing with stressors inherent in teaching. Taking an AI approach, in this empirical study, results revealed that the emotional intelligence intervention program was very effective in helping teachers use effective coping strategies to combat stress.

Preface

Chapter 11: Appreciative Leadership – Bringing Out the Best of All Worlds!!!

This chapter introduces Appreciative Leadership as the new and the most powerful approach of leadership that addresses all possible challenges of the new world. This chapter also throws light on how Appreciative Leadership is used in different organizations of the world for bringing out the best.

Chapter 12: Engaging Employees With Positivity – The Role of Appreciative Inquiry in Employee Sustainability

This chapter attempts to find the role of appreciative inquiry in employee engagement and organizational transformation. An attempt has been made to explain the impact of appreciative inquiry on employee engagement which eventually helps in organizational transformation with minimal hindrances.

Chapter 13: Role of Appreciative Leadership in Organizational Development – The Roadmap to Employee Growth

This chapter discusses the concept of Appreciative Leadership with an emphasis on the formative Stages of it, and the 5 strategies namely Inquiry, Inclusion, Inspiration, Illumination and Integrity. It also touches upon the characteristics needed to emerge as an effective appreciative leader, some of them being optimistic, compassionate, innovative, and respectful and treating everyone as equal. The chapter concludes by highlighting the role of Appreciative Leadership in Organizational Development.

Chapter 14: Probing Into the Journey of Appreciative Inquiry Towards Organizational Development – Challenges and Solutions

This chapter picks up the challenges and solutions of AI as a pertinent issue of gender harassment and asks for an interdisciplinary and cross-gender collaboration in organizations. Accordingly, lack of commitment and root causes of failure ask for action based interventions. As time-based interventions will boost the environment of innovative thinking and positivity in understanding an organization's required arrangements and processes, an appreciative inquiry approach paves the way for organizational transformation. This chapter attempts to trace the road ahead to organizational development, understanding the challenges and solutions for the same.

Chapter 15: Appreciative Inquiry and Graduate Students' Professional Development

This chapter focuses on the use of appreciative inquiry in higher education and community contexts, providing an extensive review of this literature. Further, the chapter describes how appreciative inquiry has been applied within the Community Engagement Program at Merrimack College.

Chapter 16: Transforming Family Businesses in India – An Appreciative Inquiry Approach to Traditional Businesses

In this chapter, the authors present appreciative inquiry in context of family run businesses (FRBs). The chapter presents the typical challenges of family run businesses, scope of appreciative inquiry in family businesses, and prior work and a case study to understand application of appreciative inquiry in family run business.

This book is a combined effort put in by authors from academia and industry that serves to initiate discussions on AI and how it brings in organizational transformation; it also focuses on the role of appreciative leadership while simultaneously enabling them to create system of building appreciative inquiry approaches that fit their organizations.

This book provides an overview of the need for performance development in organizations and describes some of the common challenges faced by companies. It also utilizes the case studies from various organizations where Appreciative Inquiry is already implemented successfully. Lastly it shares best practices that can benefit the organizations and common pitfalls that can be avoided by being more vigilant.

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We would like to acknowledge a number of people associated with this book project, specially the editorial board members and reviewers. Without their constant support and cooperation, this book could have never been completed.

This book is a concise introduction to Appreciative Inquiry and its dynamics. It provides an overview of the process and principles of AI along with different dimensions from which appreciative inquiry works for organizational transformation.

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Chapter 1

Driving Performance Through Appreciative Inquiry: Role of Pygmalion Effect in Academics and Industry

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ABSTRACT

Appreciative inquiry (AI) is an approach to organizational transformation that focuses on strengths and positivity rather than weaknesses and negativity. The chapter endeavours to relate how the theory of Pygmalion effect is interrelated with AI practices. The Pygmalion effect is a psychosomatic phenomenon wherein high expectations lead to enhanced performance in a given area. Attempts have been made to explain how the process or action of appreciative inquiry based on the theory of Pygmalion effect influences academic performance, innovative practices, and employee behaviour to a great extent. It has briefly touched upon the concept of appreciative education as well, which is a framework for delivering high quality education on both an individual and organizational level. It insists to link the positive energy of AI directly to any change agenda and asserts that changes, which were never thought possible in individuals, institutions, and organizations, will suddenly and democratically be mobilized.

INTRODUCTION

We all know that nothing is permanent except change. It has become an inescapable fact of life. Change is inevitable in a progressive culture and meeting this challenge of change is the primary responsibility of management of an organization. It has been observed that an organization which lacks adaptability to change has no future.

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Organizational change refers to modification or transformation of the organization's structure, processes, goods, etc. In order to manage change effectively, knowledge of how to do it properly is required by every individual, group or organization. Work on organizational development started in the 1960s and since then it has been growing continuously (Bennis, 1963; Chin & Benne, 2000). Conventional, top-down, designed-then-implemented change takes too long and is too rigid to push through an organization. The plan becomes obsolete as soon as it's made. People resist change that is imposed on them. They grow passive and demoralized as they wait to be told what to do. Change needs to be rapid, adaptable and proactive; paying attention to maximizing tomorrow's opportunities rather than repeating yesterday's mistakes. It needs to be engaging, motivating and inclusive. Change is constant and doesn't occur occasionally. The future needs to be co-constructed by those involved. Hence Appreciative Inquiry is a change management approach, much needed for our changing times.

Appreciative Inquiry (AI) is an approach to organizational transformation that focuses on strengths and positivity rather than weaknesses and negativity. Appreciative Inquiry is about the coevolutionary exploration for the best in people, their organizations, and the pertinent world around them. AI involves, in a fundamental way, the art and practice of asking questions that reinforce a system's capability to apprehend, predict, and enhance positive potential. (Cooperrider & Whitney, 2005). Appreciative inquiry is an organization development viewpoint and methodology that can augment the organization's ability for ongoing adaptability. (Diana Whitney and Carol Schau, 1998)

Once you replace negative thoughts with positive ones, you'll start having positive results. – Willie Nelson

Appreciative Inquiry is an approach to achieving organizational change that differs substantially from what has gone before. Organizational change can no longer be separated from business as usual. How organizations 'do' change has an impact on the organization as a whole. It is a fallacy to consider that change can be forced, and that it can crush over sensitivities and good practice. People don't forget being poorly treated. Appreciative Inquiry allows us to move towards change in a people-oriented, constructive and engaging way. When people feel good they are likely to be more creative, more generative, share information better, grow and learn better. They are likely to be more energised, bolder and braver about innovating, respond better to change, and be able to deal with more complex information. Appreciative Inquiry builds positive energy and helps people feel good in the hardest of circumstances. Thus it creates good conditions for change and also lays the foundation for a positive and adaptive organizational culture. It has been rightly quoted that –

We have reached “the end of problem solving” as a mode of inquiry capable of inspiring, mobilising and sustaining human system change, and the future of organisation development belongs to methods that affirm, compel and accelerate anticipatory learning involving larger and larger levels of collectivity. The new methods will be distinguished by the art and science of asking powerful, positive questions. (David Cooperrider)

Hence, Appreciative Inquiry is the need of the hour.

Different observers have described AI in a countless number of ways. Hubbard described AI as a paradigm of conscious evolution geared for the realities of the new century (Hubbard, 1998) whereas Gergen explained AI as a methodology that takes the idea of the social construction of reality to its positive extreme-- especially with its emphasis on metaphor and narrative, relational ways of knowing, on

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language, and on its potential as a source of generative theory (Gergen, 1994). Bushe is of the opinion that AI must be considered as the most important advance in action research in the past decade (Bushe, 1995). AI is described as an offspring and “heir” to Maslow’s vision of a positive social science (Chin, 1998; Curran, 1991); as a powerful second-generation OD practice (French and Bell, 1973; Porras & Silvers, 1991; Mirvis, 1988/89). According to Harman, AI is model of a much-needed participatory science, a “new yoga of inquiry” (Harman, 1990). White described AI as a radically affirmative approach to change which completely lets go of problem-based management and in so doing, vitally transforms strategic planning, survey methods, culture change, etc. (White, 1996). AI is also stated as OD’s philosopher’s stone (Sorenson and Head, et. al 1996). Hence it is really difficult to sum up the whole of AI—as a philosophy of knowing, a normative stance, a methodology for managing change, and as an approach to leadership and human development.

APPRECIATIVE INQUIRY TOWARDS ORGANIZATIONAL TRANSFORMATION

Appreciative Inquiry (AI) is an approach towards organizational transformation that focuses on positive aspects, analyzing reasons behind it and then working more on it.

Appreciative Inquiry as a constructive mode of practice, aims at designing and crafting human organizations through a process in which valuing and creating are viewed as one, and where inquiry and change are related to one another and considered an integral whole

In an unpredictable global business environment, people tend to adapt to strategies that are already in practice and play safe. More often than not, these are problem-focused and aimed at mitigating threats.

Businesses generally pay attention on what’s not working and adopt ‘root cause’ mindsets, only to discover themselves facing a set of diverse, but associated questions down the line.

But according to David Cooperrider, “We need to discover the root causes of success rather than the root causes of failure.”

The Appreciative Inquiry Model has blossomed into one of the most influential movements for positive organizational development in recent decades.

Cooperrider & Srivastva (2017) presented a conceptual refiguration of action-research based on a “socio-rationalist” view of science that reflected appreciative inquiry in organizational life. They stated that for action-research in order to reach its prospective as a medium for social innovation it needs to begin advancing theoretical knowledge of result; that good theory may be one of the best ways human beings have for influencing change in a postindustrial world; that the discipline’s persistent obligation to a problem solving view of the world acts as a key limitation on its thoughts and contribution to comprehension; that appreciative inquiry represents a feasible complement to usual forms of action-research; and lastly, that through our assumptions and selection of method we largely construct the world we later ascertain.

DAVID COOPERRIDER AND APPRECIATIVE INQUIRY

David Cooperrider is known as the pioneer of the Appreciative Inquiry Model. However, the paradigm itself was developed during the ‘80s by both Cooperrider and Suresh Srivastva, his then mentor.

Cooperrider describes his “Ah-Ha!” moment as having occurred when he and a colleague were doing action research for an organizational development project (Bushe, 2013). Specifically, they found themselves in an increasingly hostile and negative atmosphere and decided that they need to change their approach. Rather than inquiring into what wasn’t working, Cooperrider and his colleague decided to ask about what was working—albeit for a different company (Barrett & Cooperrider, 1990). The reason was that inquiry itself can powerfully shape the way we see and develop human systems. That led to Cooperrider’s Ph.D. on AI in 1986.

PYGMALION EFFECT: EXPECTATIONS INFLUENCE PERFORMANCE

The Pygmalion effect is a psychosomatic phenomenon wherein high expectations lead to enhanced performance in a given area. Its name comes from the story of Pygmalion, a mythical Greek sculptor who carved a statue of a woman and then fell in love with it. Unable to love a human, Pygmalion appealed to Aphrodite, the goddess of love. She took pity and brought the statue to life. The couple married and went on to have a daughter, named Paphos.

In the same way Pygmalion’s fixation on the statue brought it to life, our focus on a belief or assumption can do the same. The flipside is the Golem effect, wherein low expectations lead to decreased performance. Both effects come under the category of self-fulfilling prophecies. The effect manifests in the same way irrespective of the fact whether the expectation comes from us or others.

There are many people who believe that their pets or children are of unusual intelligence or can understand everything they say. Some people have stories about this also. In the late 19th century, one man claimed that about his horse and appeared to have evidence. William Von Osten was a teacher and horse trainer. He assumed that animals could learn to read or count. Von Osten’s initial attempts with dogs and a bear were unsuccessful, but when he began working with an unusual horse, he changed our understanding of psychology. The horse known as Clever Hans could answer questions, with 90% precision, by tapping his hoof. He could add, subtract, multiply, divide, and tell the time and the date. Clever Hans could also read and understand questions written or asked in German. People came to see the horse, and the scientific group of people soon grew fascinated. Researchers started studying the horse, looking for signs of deception. Yet they found none. The horse could answer questions asked by anyone, even if Von Osten was absent. This indicated that no signaling was at play. For a while, people believed the horse was indeed clever.

Then psychologist Oskar Pfungst started to work on Clever Hans. Assisted by a team of researchers, he uncovered two anomalies. When blinkered or behind a screen, the horse could not answer questions. Likewise, he could respond only if the questioner knew the answer. Based on these observations, Pfungst deduced that Clever Hans was not making any mental calculations. Nor did he understand numbers or language in the human sense. Clever Hans had learned to detect nonverbal cues. When someone asked a question, Clever Hans responded to their body language with a degree of accuracy. For example, if anyone asked Clever Hans to make a calculation, he would start tapping his hoof. Once he reached the correct answer, the questioner would show involuntary signs. At this point Pfungst found that many people tilted their head. Clever Hans would recognize this behavior and stop. When blinkered or when the questioner did not know the answer, the horse didn’t have a clue. When he couldn’t see the cues, he had no answer. Von Osten died in 1909 and Clever Hans disappeared from record.

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It was later found that the case of Clever Hans is of less interest than the research it went on to provoke. Psychologists working in the decades following began to study how the expectations of others affect us. If someone expected Clever Hans to answer a question and ensured that he knew it, could the same thing occur elsewhere?

Could we be, at times, responding to subtle cues? Decades of research have provided consistent, robust evidence that the answer is yes. This led to the concepts of the self-fulfilling prophecy and the Pygmalion effect.

THE PYGMALION EFFECT IN ACADEMICS AND INDUSTRY

The “Pygmalion effect” is also known as “Rosenthal effect” in the domain of education and research because of the classic experiment by Rosenthal and Jacobson (1968; summarized by Pintrich and Schunk, 1996). Rosenthal and Jacobson began the test by informing the teachers at the beginning of the academic year, that they will conduct a test in order to predict which students would “bloom” intellectually during the academic year. But in fact their genius students had been tested by some new methodology of determining the success of school age children, and these kids were the best of the best and they deceived the teachers by not informing about this. In fact, the students were arbitrarily selected from 18 classrooms and their exact test scores would not hold up them as “intellectual bloomers”. A considerable difference was found in the result of the experiment between the sample students and the control students. The “bloomers” got a standard of two IQ points in verbal ability, seven points in reasoning and four points in over all IQ. From the experiment it was found that the expectations of the teacher worked as a self-fulfilling prophecy. If teachers were led to expect enhanced performance from some children, then the children did indeed show that enhancement. Rosenthal asserted that the Pygmalion effect is also applicable in higher education.

In order to show that the self-fulfilling prophecy phenomenon exists at the group level as well Schrank made a similar experiment in the year 1968. It was seen that the result of this experiment was identical with what Rosenthal and Jacobson found in their experiment. Schrank informed the teachers that their classes were made up of students of particularly high or low learning potential although the information was based on no truth. It was later found that the high potential group students performed better and learned more than low potential group students. Hence in the experiment by Rosenthal and Jacobson (1968) and the experiment by Schrank (1968) only the positive expectations of the Pygmalion effect were studied. It was Brophy who then looked further into the negative expectations of the Pygmalion effect as well. Brophy found in his experiment (1985:180), that certain factors such as negative expectations, expectation-mediated discrimination and false evaluation can be detrimental to the student’s motivation. Thus Brophy listed 8 concrete forms of negative expectations which made disadvantageous learning conditions. They are as follows: giving up easily on low-expectation students; criticizing them more often for failure; praising them less often following success; praising inappropriately; neglecting to give them any feedback following their responses; seating them in the back of the room; generally paying less attention to them or interacting with them less frequently; expressing less warmth towards them or showing less interest in them as individuals. (Summarized by Dörnyei, 2001).

Thus the work of Rosenthal and Jacobsen (1968), among others, shows that teacher expectations influence student performance. Performance is influenced positively by positive expectations, and negatively by negative expectations. The phenomenon was originally described as the Pygmalion Effect by Rosenthal and Jacobson.

When we expect certain behaviors of others, we are likely to act in ways that make the expected behavior more likely to occur. (Rosenthal and Babad, 1985)

In terms of teaching, faculties who gripe about students establish a climate of failure, but faculties who value their students' abilities create a climate of success.

McLeod (1995) is of the opinion that the Pygmalion effect can infiltrate departments as well. She described how a culture of low expectations of the faculty has a potential impact on the performance of the students in a composition writing program.

The Pygmalion effect is also evident in the workplace. Meeting the expectations that others set for us is something that we do from early on in our lives. In school, we work hard to learn new concepts and perform well on tests to meet the expectations of our parents and teachers. In the field of sports, we give our hundred percent especially physically to meet the expectations of our coaches, teammates and fans. In relationships, we adapt our behavior to meet the expectations of our partner. Likewise, in the workplace, an employee will adapt his or her behavior and level of performance to meet the expectations set by their manager and the organization.

The expectations that a manager holds of his or her employees can powerfully influence the employees' behavior. Managers must understand this influence and learn how to control and make use of it to work towards reaching the organizational goals. The most common way a manager can form an expectation and communicate it to an employee is through performance reviews. The performance review serves as an appraisal of an employee's past performance, the level of raise that he or she will be awarded and areas of improvement. What many managers fail to realize is that the performance appraisal is also a powerful tool that can be used to influence future performance.

PERFORMANCE CAN BE CULTIVATED AND NURTURED

The Pygmalion effect has profound ramifications in schools and organizations and with regard to social class and stereotypes. By some estimation, it is the result of our brains' poorly distinguishing between perception and expectation. Although many people claim to prove their critics wrong, we often simply end up proving our followers right.

Understanding the Pygmalion effect is a powerful tool to positively affect those around us, from our children and friends to employees and leaders. If we don't take into account the ramifications of our expectations, we may miss out on the dramatic benefits of holding high standards.

The concept that most people will adapt their behavior in order to meet an expectation is known as the **Pygmalion Effect**. A more widespread term used to portray this phenomenon is called the **self-fulfilling prophecy**. The concept of a self-fulfilling prophecy is attributed to sociologist Robert K. Merton. In 1948, Merton published the first paper on the topic. In it, he described the phenomenon as a false belief that becomes true over time. Once this occurs, it creates a feedback loop. We assume we were always correct because it seems so in hindsight. (Merton, 1948)

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Both terms are used to describe how a person will consciously or unconsciously learn of an expectation and act in a way that is consistent with that expectation. However, it does not make the expectations come full circle when you just have an expectation and then it happens. Instead, the expectation has to be the cause or reason why something occurs. For example, let's say someone walked outside this morning and thought that it was going to rain, and later it did. But though his/her expectation of rain did come true, it did not come true because he/she expected it to, because it would have rained even if he/she had not predicted it. Hence it is not a result of the Pygmalion Effect or a self-fulfilling prophecy. Again, the expectation itself has to cause some change in behavior to make the expectation come true.

There are **four main principles** to the Pygmalion Effect:

- We form or learn of the expectation.
- The expectation is communicated.
- Behavior is adapted to meet the expectation.
- The expectation then becomes true.

When you model life and work this way, you are clearly sending a message to yourself that excellence is the expectation. It can be difficult to deliberately change your expectations of others. But you *can* consciously change your behavior to bring out the best in your relationships at home, and at work. The Pygmalion effect is an interpersonal motivational phenomenon.

In comparison to the Pygmalion effect is the negative **Golem effect**, in which lowering manager expectations decreases subordinate performance. High expectations are too important to be left to chance; they should be built into your relationships to get more and give more. (Oz, S., & Eden, D. (1994).

The strongest and most reliable Golem effects were observed for behavioral manifestations of rigidity. These patterns of differential negative expectancy effects were obvious not only in teachers' behavior but also in students' actual performance of specially designed tasks. (Babad, Inbar and Rosenthal, 1982). Susan H. McLeod (1995) also conducted research on teacher's affect and efficacy with regard to Pygmalion and Golem effect.

In *How to Win Friends and Influence People*, Dale Carnegie recommends in giving others a great reputation to live up to. According to him:-

- Positive reinforcement is a powerful tool.
- One should set high expectations for yourself and others.
- It is desirable to challenge yourself with more difficult goals and tasks in an effort to rise to meet the challenge.
- With positive thoughts and expectations, you look for evidence to support your beliefs, and slowly, your beliefs for yourself and others become reality.

The concept of Pygmalion effect is basically a theory. But **Appreciative Inquiry** is a process or action which is based on the theory of Pygmalion effect. There exists an interrelationship between the two. Hence it can rightly be said that performance can be cultivated and nurtured by applying the process of Appreciative Inquiry based on the theory of Pygmalion effect.

APPRECIATIVE INQUIRY AND PYGMALION EFFECT INFLUENCES EMPLOYEE BEHAVIOUR

The expectations we have of employees, and expectations they have of their own actions, are important to how these employees perform their jobs. Our expectations are known as the Pygmalion effect, while the employees' expectations are known as the Galatea effect.

The influence of both of these effects should not be overlooked when trying to encourage employees to work to their full potential. We can apply these basic principles to our performance expectations at work, along with improvement expectations of performance on the job.

The Pygmalion effect which is also known as the power of expectations can be summarized through the following considerations:

- Each supervisor has his own expectations of the employees under his control.
- Supervisors explain their expectations in a variety of ways.
- Employees gain understanding of their supervisor's expectations in unconscious and conscious ways.
- Employees perform their tasks in ways consistent with the perceived expectations about their supervisor.

Managers' expectations of their employees—often expressed in subtle ways—are key factors in how the employees perform and how long they stay, says today's expert, Susan M. Heathfield.

It's called "the self-fulfilling prophecy." If you have high expectations of your employees, they will change their behavior to meet those expectations, thus fulfilling the prophecy. And, of course, the reverse is also true—if you have low expectations, employees will likely live down to them(Heathfield,2010).

Positive expectations produce positive results. However, in the opposite case, staff performance is undermined when subtle communications from the manager tell the employee that he or she is not expected to do a good job. Such clues might be, for example, not praising one employee as frequently as other members of the team, or just spending less time with one of the team members. Often it is seen that the way supervisors treat their employees is partially influenced by the expectations they have of these employees

Livingston(2003) also explained that if the supervisor is not skilled, he winds up scarring the work experience of young women and men, and distorts or lowers their self-esteem as people. However, with the right skills and high expectations of these employees, he can help them build their self-confidence, develop their capabilities and increase their productivity. He realizes the supervisor is Pygmalion.

As stated earlier, based on this theory of Pygmalion effect is the Appreciative Inquiry action which also plays an important role in influencing employee behavior.

AI is a relatively rapid development, research, and training tool. It elicits experiences of success from staff. In order to affect transformational change within organizations, institutions and communities it has been found that AI builds upon "the positive". This participatory action tool has been used since the 1980's in team building workshops for business corporations and institutions. Today it is also called tangentially with the positive psychology movement (Fredrickson 2000; Gillham 2000; Seligman 2002; Snyder and Lopez 2002).

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AI practitioners generally describe AI as a tool for empowering people to take control of their lives and jobs, to achieve agency and to improve their roles and working conditions. Compared with other popular development strategies like Participatory Rapid Appraisal (PRA) and Participatory Learning and Action (PLA) (Mukherjee 2004), AI practitioners consider AI to be even more participatory, positive, and proactive.

In Appreciative Inquiry an attempt is made to identify and appreciate for the best in people, their organizations, and the relevant world around them. In a central way, AI involves the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the "unconditional positive question" often-involving hundreds or sometimes thousands of people. The problem solving paradigm, while once perhaps quite effective, is simply out of sync with the realities of today's virtual worlds (Cooperrider, 1996). Problem solving approaches to change are painfully slow (always asking people to look backward to yesterday's causes); they rarely result in new vision (by definition we can describe something as a problem because we already, perhaps implicitly, assume an ideal, so we are not searching to expansive new knowledge of better ideals but searching how to close "gaps"); and problem approaches are known typically for the bad quality for generating defensiveness in humans (people often say that it is not my problem but yours). But from a social constructionist perspective, the real concern has to do with relations of power and control.

Appreciative Inquiry influences employee behavior in an organization in a positive way. When a manager firmly believes all of his employees are capable of contributing to the company in a positive manner, and communicates this effectively throughout his employees, the performance of the employees are affected in a positive way. Also when this manager has positive expectations for the employees, he helps those employees improve their own self-images and consequently their own self-esteem.

AI gives way to the speed of imagination and innovation among employees. AI seeks to work from the belief of the "positive change core" in everything it does—and it assumes that every individual or employee has many untapped, rich and inspiring accounts of the positive.

Attempts should be made to link the energy of this core directly to any change agenda and it can be seen that changes which were never thought possible in organizations are suddenly and democratically mobilized.

Culture of employee engagement can be built, and it should be fabricated through the tenacious efforts of managers and leaders in the organization, positive work environment leads to positive outcome of performance (Chakraborty and Ganguly, 2019). Appreciative Inquiry process practiced at an individual and organizational level leads to self motivation, learning and open attitude, enabling self, openness, inquisitiveness for searching strengths and success, optimism and creativity.(Chakraborty and Mishra, 2019).

APPRECIATIVE INQUIRY INFLUENCES ACADEMIC PERFORMANCE

Many models of organizational and professional development were studied by David Cooperrider and used in the past in order to bring about change. Some models appeared to be more successful than others. According to Cooperrider there could be a model developed that would focus on more positive outcomes (Cooperrider, Whitney & Stravos, 2003).

Within large (Berrisford, 2005) and small (Branson, 2004; McKenzie, 2003) organizations Appreciative Inquiry has been used with great success. AI views the world in 4D. These four dimensions comprises of four phases.

The four phases according to Dalbiez (2004) are:

- a) **The Discovery Phase:** This phase consists of participants seeking to search out and examine the best things of the organization. Participants discover themes and patterns.
- b) **The Dream Phase:** Participants attempt to envision a positive organizational future in this phase. In order to shape and support the future hope of the enterprise the group attempts to use the best of their organization.
- c) **The Design Phase:** Participants now are allowed to begin to think of strategies to implement Dream Phase discoveries. In an attempt to facilitate any implementation, it is often necessary to discuss and determine organizational and cultural change.
- d) **The Destiny Phase:** In this phase groups form mini-projects that have already been developed through the three previous phases. In order to see this phase through to completion Constant feedback and reporting are required.

The positive process of Appreciative Inquiry can be best explained by comparing the positive mission of Appreciative Inquiry with the problem solving approach followed by most organizations.

Within student affairs and higher education Organizational change continues to be an important topic (Grace, 2002; Fuller & Haugabrook, 2001). In order to better serve their institutions and students, divisions of student affairs must continue to search out for avenues (Woodard, et. al., 2000).

It has been found that historically, innovative organizations of student affairs seem to have the most success (Strange, 1981). Appreciate Inquiry is indeed an innovative process as well. The techniques of AI are inclusive and requires the concerted efforts from all those involved throughout the organizational structure to participate and validate the process.

Student affairs officers must continue to study organizational and administrative models (Ambler, 2000). According to some the most difficult aspect of higher level student affairs professionals is to manage organizations and staff (Dalton, 2001). Any department head who desires and encourages positive input from all levels of the organization should use AI. In order to explore and discern the best possible outcomes for their organization and thus for their students those persons who are involved in student affairs should use Appreciative Inquiry. In order to create a positive atmosphere within the workplace and retain employees who can better serve the student population it is essential that every student affairs officer implement AI. Hence Appreciative Inquiry is for all those employed within the field of student affairs.

Elleven (2007) examined a relatively new tool to increase the effectiveness of organizations and people. The recent development and background of Appreciative Inquiry (AI) was reviewed. Basic assumptions of the model were discussed. Implications for departments and divisions of student affairs were analyzed. Martin and Calabrese (2011) conducted a study to identify how at-risk high school students in an alternative school describe how they best learn and to extrapolate their preferred learning practices to improve teacher pedagogical practices. The study produced four prominent findings: significant experiences were important for learning; anaccommodating and reverential learning atmosphere is a core value; learning should be pleasurable; and, the idea of family became an important image for the learning environment. It was also suggested that further research with AI in educational settings may have significant effects to motivate educators in order to think of new ways about learning.

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Johnson (2014) found that appreciative andragogy can be applied as an instructional strategy in any online classroom regardless of the subject matter. AI holds the potential to have a positive impact on the online learning classroom environment. It was also found that appreciative andragogy has an ability to take the distance out of distance learning.

Morris and Atkinson (2018) conducted an appreciative inquiry through a series of focus groups with six members of an educational psychology service in order to explore how in further education practice could help to support the mental health of young people. Key areas for educational psychology support were highlighted in relation to transition, therapeutic group work and capacity building. Facilitators and barriers to the extension of educational psychology support within further education were highlighted and contextualized. A tentative model for guiding future practice was also proposed.

He and Oxendine (2019) in a study explored the application and impact of using appreciative inquiry in the strategic planning process at a Canadian institution. They stated that Appreciative inquiry is a strength-based organizational development model that can be used to guide an institution's dialogues and actions towards positive change. Application of the appreciative inquiry process in strategic planning challenges the deficit and negative connotations that may be associated with this process. Implications for higher education practitioners were also provided.

APPRECIATIVE EDUCATION AND INNOVATIVE PRACTICES

Appreciative Education is a framework for delivering high quality education on both an individual and organizational level. Appreciative Education provides an intentional and positive approach for betterment of educational enterprises. In order to accomplish co-created goals Appreciative Education focuses on the strengths and potential of individuals and organizations. This process of Appreciative Education functions by pervading educational organizations.

Six Phases of Appreciative Education

Apart from guiding both individual and organizational practices, some practical guidelines are also followed by Appreciative Education. Built on the 6-D model of appreciative advising, which has its origins in the 4-D model of appreciative inquiry, the six phases of Appreciative Education are; Disarm, Discover, Dream, Design, Deliver and Don't Settle. These phases serve as general principles that guide the Appreciative Education approach rather than representing a step-by-step methodology.

- a. The **Disarm phase** recognizes that power differentials do exist on both individual and organizational levels, so this phase emphasizes reminding participants to be especially aware of the importance of creating safe environments where all members feel that their voice is appreciated and respected.
- b. The **Discover phase** emphasizes the importance of using positive, open-ended questions focused on learning other people's perceptions of their own personal strengths and strengths of the organization of which they are a member. This enhances the development of interdependence within people and their organization.
- c. The **Dream phase** highlights the importance of uncovering personal and organizational visions.
- d. The **Design phase** is typically described as an action plan where individual strengths are aligned to achieve both individual and shared dreams; the process is socially constructed and self-evolving.

- e. In order to carry out the individual and organizational plans created during the Design phase, the **Deliver phase** entails thoughtful actions. It also emphasizes the importance of personal and organizational resilience as obstacles and challenges arise.
- f. The heart of the **Don't Settle phase** is "positive restlessness" (Kuh and Others, 2005) within and among individuals and among individuals and organizations. Discovery of the past and dreaming of the future are impacted by one's perception of the present. As individuals and organizations grow, they are challenged to revisit the process of Disarm, Discover, Dream, Design, and Deliver so that they may revisit their assumptions, rediscover strengths and passions, create bigger dreams and shared visions, chart future steps, and keep seeking creative ways to accomplish goals.

Innovative Practices

One of the most exciting aspects of Appreciative Education is that it provides a flexible framework for delivering innovative practices that develop individuals and organizations and optimize performance. Six innovative practice ideas with respect to higher education are as follows:

Affirmative Interactions: At both the individual and organizational levels innovative practices begin with affirmative interactions. Also innovative practices are completely dependent on people's establishing positive communication patterns with each other (Kratzer, Leenders, and Van Engelen, 2004). In higher education institutions positive interactions can be implemented in specific ways at the individual level. It includes utilizing an appreciative performance evaluation process, offering tools and time for self-reflection and self-assessment, and creating common spaces that encourage individuals to interact and collaborate. Affirmative and positive interactions foster a culture that is built on respect and appreciation for every member of the team at the organizational level (Cameron, Dutton, and Quinn, 2003).

Mutual Learning: At their best, teaching and learning is a shared responsibility between the instructor and the student. This necessitates embedding reflective questions within conversations between professionals and students. In order to take a positive approach to teaching college-level student success courses, Appreciative college instruction used the six-phase framework format of appreciative advising as a model (Bloom, Hutson, He and Robinson, 2011). The positive, open-ended questions are the infrastructure for appreciative advising and appreciative college instruction. It can be represented as a powerful tool for engaging parties in both teaching and learning (Bloom, Hutson, and He, 2008; Bloom, Hutson, He, and Robinson, 2011).

Comprehensive Commitment: Comprehensive commitment involves helping professionals and students make the most of their experiences. For students, this involves encouraging them to connect and integrate their in-and-out-of-class experiences with their values and their career and life goals. Likewise for professionals, the emphasis is on helping them connect their on-and off-the-job experiences with their values and goals.

Strategic Design: Intentionality is woven throughout Appreciative Education, but is especially important in strategic design. Drawing from the field of Human Resource Development, we define strategic design as intentionally created, future-driven plans to achieve goals and maximize organizational potential through individual development (Peterson, 2008). In order to participate in strategy development and execution, all team members from the president to the support staff should be allowed and inclusive in Strategic design.

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Appreciative Leadership: Appreciative Leadership promotes a student-centered approach to educational leadership. Appreciative Leadership offers a philosophy that is both intentional and inclusive (Schiller, Holland, and Riley, 2001; Whitney, Trosten-Bloom, and Rader, 2010). Recognizing that every person is able to create and create and transfer knowledge generates an environment of equity and encourages organizational citizenship (Podsakoff, MacKenzie, Paine, and Bachrach, 2000). Appreciative Leadership plays an important role in terms of its place among leadership theories in general. Appreciative Leadership also has a great potential in K-12 context. (Orr & Cleveland-Innes, 2015).

Planned Change: Appreciative Education is steeped in theories of constant and planned positive organizational change (Whitney and Trosten-Bloom, 2010). Once educational institutions have adopted an Appreciative Education approach, a virtuous cycle of change can develop where each success builds on other successes, and failures provide excellent opportunities to learn and boost new change (Cameron, Bright, and Caza, 2004).

Dematteo and Reeves (2011) identified a strong resonance and fit for AI both among the health and social care professionals. AI was employed as a change agent for implementing Interprofessional Education in a number of health care institutions. It was argued that a number of structural factors can be overlooked by the use of AI, which will ultimately limit its ability to actually secure meaningful and lasting change within health care.

Various learning philosophies, such as humanistic, constructivist, and socio-cultural approaches, have accentuated the importance of emotion in learning. In different studies these approaches were reviewed and the affective dimensions of learning were explored. Through a process of appreciative inquiry, which learning techniques, experiences, and educational climates encouraged learning were discovered. The findings of the study also indicated that students reported that a learning climate that evoked positive emotional experiences promoted increased personal involvement in learning, broadened thought processes and actions, and also resulted in change and development on emotional, cognitive, and behavioral levels as well. (Naude, Bergh & Kruger, 2014)

In an attempt to enhance individual and organizational effectiveness, a powerful new framework is presented by Appreciative education. This approach of appreciative education is influenced by the theories of social constructivism, positive psychology, appreciative inquiry, and appreciative advising. This approach can be used to lead administrative and academic units as well as enhance interactions of institutional members with students and other constituents.

CONCLUSION

Appreciative inquiry is an approach to transformation that focuses on strengths and positivity rather than weaknesses and negativity. As a strategy devised for intentional learning and growth, Appreciative Inquiry identifies the best of what is happening in the present moment to pursue what is possible in the future. Appreciative Inquiry is being used internationally in a range of contexts as a way of helping people develop their preferred futures, for example, governments, communities, companies, strategic planning, group cultural change, performance appraisal, visioning, therapy, personal and professional change and development.

Appreciative Inquiry is a process or action which is based on the theory of Pygmalion effect. There exists an interrelationship between the two. Performance can be cultivated and nurtured by applying the process of Appreciative Inquiry based on the theory of Pygmalion effect which believes that high expectations lead to improved performance in a given area.

Appreciative Inquiry and Pygmalion effect influences employee behavior in an organization in a positive way. It implies that positive expectations produce positive results. AI also gives way to the speed of imagination and innovation among employees.

AI influences academic performance to a great extent. It influences different innovative practices and appreciative education as well. AI seeks to work from the belief of the “positive change core” in everything it does —and it assumes that every individual or employee has many untapped, rich and inspiring accounts of the positive. Thus Pygmalion effect and Appreciative Inquiry plays an important role in driving performance in academics and industry

Since AI is a positive way of looking at individuals, teams and organization, it should receive proper attention and engagement from stakeholders, educators and different professionals. Attempts should be made to link the positive energy of AI directly to any change agenda and it can be seen that changes which were never thought possible in individuals, institutions and organizations are suddenly and democratically mobilized. Hence, it can be rightly said that Appreciative Inquiry as a positive change management approach is the need of the hour which deserves attention from all fields.

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Chapter 2

Tapping the Positive Organizational Potential Through Appreciative Leadership

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ABSTRACT

This chapter brings to the readers a crisp understanding of what appreciative inquiry (AI) is all about in terms of envisioning an effective organization towards sustainability. The chapter journeys through different phases of AI and explains organizational transformations as living systems, energetic and entrenched endeavours of ever-widening webs of unlimited strength and boundless human imagination, can develop into a desired organization. It highlights that HR practices need to focus on the eternal faith upon the dream of a fully functioning organization and focus on how leadership has a role and outcome with respect to appreciative inquiry. Touching upon team effectiveness through AI and how co-owning and co-creating organizational effectiveness is achieved, the chapter also touches upon briefly the required skills of a AI practitioners who lead the change. Finally, it elucidates how AI is used within an evaluation context. The chapter is an attempt to give a crisp message as to how to tap the positive organizational potential by emphasizing the role of appreciative leadership.

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INTRODUCTION

Appreciative Inquiry Framework and Key Elements: A Shift from “What’s Wrong?” to “What’s Right?”

“Be the change that you wish to see in the world.” Mahatma Gandhi

There are some unwelcome consequences of a deficit-based conversation, that go to pave the way as to how humans limit themselves by the way they frame questions and commonly make sense of the world. The biggest problem for human beings when they communicate is being under the illusion that it actually has taken place. Due to this, the problems not only remain unresolved, they also tend to overpower people’s ability to address or solve those problems (Weick, 1984).

Not so long ago, in the past, organizational interventions typically involved finding visible errors, gap analysis and problem fixing. Management scholars too professed remedies for changing organizations. Katter(1998), comments on the benefits of deficit-based change theory. He recommends executives to communicate negative information first and even broadcast crisis. According to Kotter, urgency preceded decision making. When the sense of urgency is not felt by everyone, the organization may fail in achieving its long term goals. While researchers have stressed on the potential for heightened organizational understanding when its members brainstorm to identify an opportunity rather than threat (Jackson & Dutton, 1988), deficit inquiry continued to dominate the field of organizational change and development till an alternative came in the way to think about change.

Organizational development started blossoming in the in the 1960s and since then it has been growing continuously (Bennis, 1963; Chin & Benne, 2000). One of today’s most popular change methods, Appreciative Inquiry (hereafter, AI) has been used to initiate transformational initiatives in many organizations, starting from McDonald’s to the U.S. Navy to Save the Children. AI operates on a simple assumption. Every organization has things that work best for it — things that keep it going, things that are the life force of the organization, that make the organization vital, effective, and successful. AI begins by identifying this positive element and connects organizational visions, plans, and structures to it in ways that heighten energy and inspire action for change. People began to feel a sense of hope, excitement, co-operation and ownership about the future, and they began to explore foolproof revolution of positive change and innovation.

AI is presented by Cooperrider & Srivatsva (1990). Humans as social beings possess pro-social tendencies regarding insignificant questions as important and evolving in that direction . AI operates from the premise that asking positive questions brings out the best in the individual as well as collective human spirit that represents the organization. As a result of this, the organization sets forth to construct new ideas, symbolizing a new beginning. This is a key objective of the technique. It is accomplished by bringing forth a positive change to the organization, making it explicit and allowing it to be owned by all. It tends to follow a four-step process.

“When organizations are approached in terms of deficiencies, all properties and modes of organization are examined for dysfunctional but potentially solvable problems (Cooperrider & Srivatsva, 1987). In contrast, AI focuses not so much on solving problems or the interest for knowledge, as much as on social change and development. Thus AI is an area of research that strives to bring to the surface the existing processes and systems in the organization and reconstruct them (Cooperrider & Srivatsva, 1987). In that sense, Appreciative Inquiry can be referred to as a quest for knowledge and as a proposition that postulates

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a set of pre-designed and collective organizational endeavors that will help the organization to evolve and grow the collective vision and mission of organizations and societies. (Cooperrider & Srivatsva, 1987).

AI is a process of search and discovery crafted carefully to value, prize and honor. It is a basic assumption that organizations are networks of relatedness and that these networks are “alive.” The aim of AI is to feel and touch the “positive core” of organizational life. This core is accessed by asking positive questions.

A collaborative and constructive inquiry process, AI tries to search for everything that keeps organizations, communities, and larger human systems thriving, especially when they are most alive, effective, creative and healthy in their network of relationships. To appreciate, quite simply, means to value and to recognize that which is valuable. In short, it is a way of knowing and valuing the best in life. Another meaning of appreciation also entails to be grateful or thankful for—it is a means of being and maintaining a positive attitude along one’s journey of life. And lastly, to appreciate means to increase in value too. Combining the three—appreciation as a way of discovering, as a way of living and as an increase in value— goes to suggest that AI is an encompassment of a life-centric form of study and a constructive mode of practice. As a form of study, AI stresses on a systematic search to find out those strengths and processes that give life and hope to a living system. As a constructive practice, it focuses on designing and crafting organizations through that process where valuing and creating are viewed as one, and where inquiry and change are powerfully connected to be understood as a seamless and integral whole.

BACKGROUND

How Appreciative Inquiry Works- the 4 D’s

This section explains the different phases of AI and takes the readers through practice of AI in organizations. It explains how AI principles and practices are tailored and personalized as per the requirements of the organization. It caters to various individual situations and tries to bring the best results.

The most common way by which Appreciative Inquiry can be illustrated is with the help of a cycle, often referred to as *the 4D cycle*. The basic premise of this concept is that organizations gravitate towards that direction which they tend to study. Instead of pinpointing what does not work, the AI practitioner poses affirming questions and facilitates participants to see what works. The purpose of the 4-D approach in appreciative inquiry (Discovery, Dream, Design, and Destiny or Delivery) is achieving a transformational change.

The transformational change in AI is obtained from collaborative inquiry with participants. The AI cycle works in all formats and settings, it can be as quick and personal as a chat with a friend or colleague, or as formal as a process run through the organization or community involving the stakeholders. Thus, there is no fixed format for AI, though most changes pass through the 4-D Cycle (Whitney & Cooperrider (2011).

An AI approach focuses mainly on an organization’s strengths and its potentials, rather than highlighting its weaknesses. Whitney and Cooperrider (2011) name the four steps in the appreciative inquiry cycle as Discovery, Dream, Design and Destiny. With its root in social constructionist philosophy, AI is “*more than a method or technique...it is a way of living with, being with, and directly participating in the varieties of social organizations, we are compelled to study*” (Cooperrider & Srivatsva, 1987). Taking this theoretical basis, AI is sometimes expressed through the five fundamental principles, and thus

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in certain cases, it is called the 5D cycle, which is a series of well-coordinated stages (Table 1) with which the AI practitioner guides an organization towards its vision and desired goals that are clustered around a positive core (Cooperrider et al., 2008). The 5-D model is a more contemporary version of the preexisting 4-D model, where the inquiry starts with the discovery stage.

The first step that marks the beginning of the AI process is defining the affirmative topic or a theme. At this stage the stakeholders choose and clarify the focus of inquiry. Identifying the theme is the first important step in the beginning of Appreciative Inquiry; as the theme is of strategic importance to the organization. The theme remains unchanged throughout the duration of the AI process. The participants identify the entities, resources, process or attributes that the organization or its employee needs in order to perform better. Following this the inquiry moves to the four phases of Discovery, Dream, Design and Destiny.

In the *Discovery stage*, the stakeholders choose, determine and recognize the positive force of the organization by sharing “life-giving stories”. It is at the discovery stage that the direction of the change is assessed and determined. This is the point where participants begin by appreciating the context. They explore what is already there and what needs to be valued. This theme is a valuable opportunity for the organization to grow, and along the way, translate itself into an affirmation that calls for implementation. Under normal circumstances, one-on-one interviews are conducted with every employee who is asked a set of four to five questions. These interviews aim at focusing on method detection, and at the same

Table 1. Summary of AI stage descriptions, purpose, task, and outcomes

Stage	Key Question	Purpose	Task	Outcomes
1.	Defining “What is the focus of inquiry?”			
2.	Discovery “What gives life?”	Discover and appreciate personal and organizational “high point” stories and experiences.	Gathering stories and key ideas that identify the organization’s “positive core.”	Stories as evidence of values and best practices; greater sense of openness and listening skills, builds trust, generates positive energy
3.	Dream “What might be?”	Co-create a desired future from collective, imaginative and innovative capacity of the group.	Co-create visions of all The elements participants want to introduce into communities or workplaces.	Clear statements and images of members “idealized” organization; increased creativity; amplifies voices of hope.
4.	Design “How can it be?”	Choose the design elements that will support and develop the organization structures to bring the dream to life.	Participants identify which projects they want to be a part of to make the dream happen.	Begin to submit basic project plans for consideration and refinement; begin to see shifts in behavior and mindset; increased empowerment.
5.	Destiny/ Deliver “What will be?”	Sustain momentum in organization; build capacity of participants to continue the process themselves.	Continued learning and adapting, consider new iterations of the cycle, engage in possibility thinking and looking for “opportunities” vs. problems.	Participants become “appreciative leaders” who champion self-sustaining change; cultural shift towards strength-based appreciative practices.

Source: Cooperrider et al., 2008; Donnan, 2005; Stratton-Berkessel, 2010, p. 33-34.

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time creating an environment of ‘feel good’ and positive energy among the participants. In summary, the major part of the Discovery Stage consists of “eliciting a positive discourse (e.g., stories, examples, metaphors) about organizational, family or community life” (Cram, 2010).

As the organization progresses to discover its unrealized potential and greater opportunities, it then moves into the *dream stage*, where the participants collaborate and create a fair, transparent, clear to all, results-driven and action-oriented vision that strengthens the positive core (Stratton Berkessel, 2010). At this stage of the 4D cycle, participants congregate and brainstorm to share their dreams. In this process they take stock of their achievements in life, work, ambitions, and their relationship with the organization. Through this exercise, people recognize each other not just by their job roles but by relationship which gives them the opportunity to speak out and be heard (Whitney & Trosten-Bloom, 2010, Cojocaru & Bragaru, 2012). AI process practiced at an individual and organizational level, leads to self-motivation, learning and open attitude, enabling self, openness, inquisitiveness for searching strengths and success, optimism and creativity. (Chakraborty & Mishra, 2019).

The next stage in the 4D cycle is the *design stage*, where the participants formulate free and frank statements of the organization that they dream of, and create structures to achieve the positive core.

The final stage is called the *delivery or destiny stage* is where implantation comes into being. Destiny in the context of AI has been defined as “*an invitation to construct the future through innovation and action*” (Ludema, Cooperrider & Barrett, 2001, Ludema et al, 1997). In this stage, not only new ways of thinking and new action affirmations emerge, that enhance productivity, capability, competence and performance, but they emerge in organizations that function with an “appreciative eye” (Cooperrider et al, 2008). The process is supposed to be a continuous one, leading to fresh affirmative topics that will stimulate guide further inquiry.

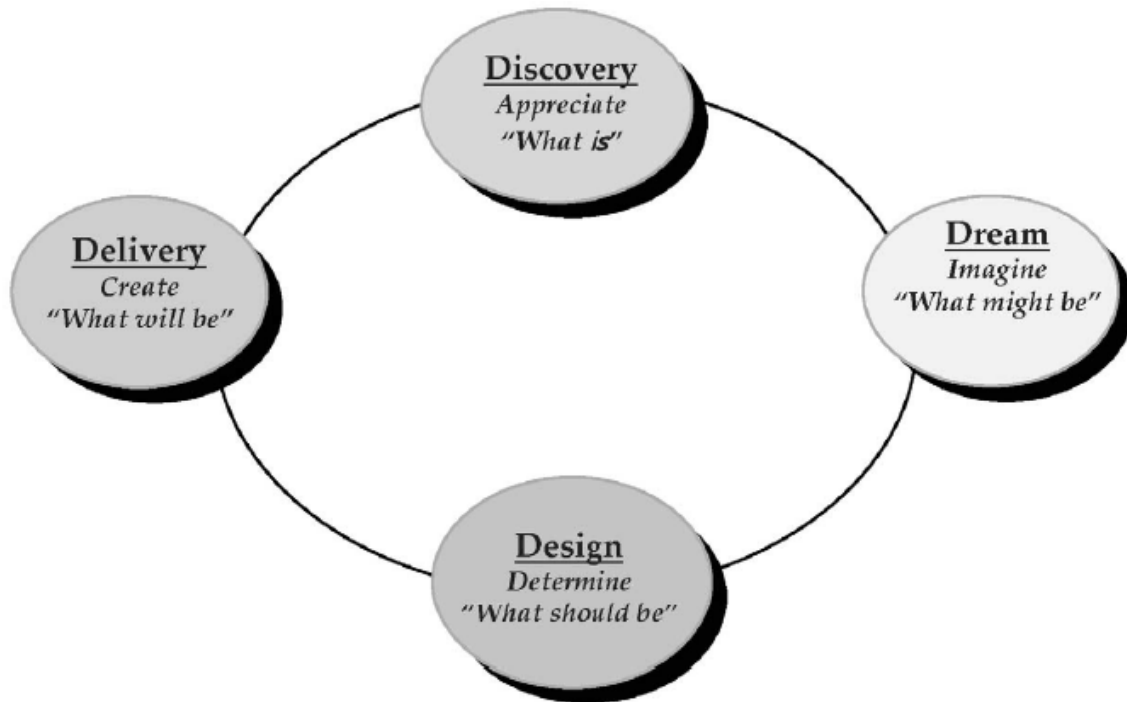
The AI approach can be used for the development and enhancement of the potential of both individuals and organizations (Stowell, 2013). A salient feature of the AI approach is the generative process, in which a new situation is visualized and both individual and collective strengths are put into force to bring about changes and achieve the desirable. The AI approach has been widely used in the world of business, (Woodfield & Shepherd, 2017) (Naude et al, 2014), and in hospital care (Dewar & Nolan, 2013) in education, in curriculum development, faculty development, supporting learners and teachers through academic guidance, mentoring, but also for making the teaching and learning experience of both individuals and groups enjoyable (Tittle, 2018).

The Appreciative Inquiry method (AIM) is an approach to ‘finding out’ about areas and issues of concern. The method has been used across a variety of situations where the issue has been addressed, well defined and accepted by the stakeholders.

APPRECIATIVE INQUIRY AND ORGANIZATIONAL TRANSFORMATION

The approach of AI is such that it leads to organizational transformation. It focuses on how AI can unveil positive potentials by helping people within organizations to recognize their own finest experiences and how they can be channelized towards improved work culture and meeting corporate needs. AI principles are applied in various domains for organizational transformation. This section will explain how organizational transformations as living systems, energetic and entrenched endeavours of ever-widening webs of unlimited strength and boundless human imagination can develop into a desired organization.

Figure 1. The four “D” cycle of appreciative inquiry



What would it happen to our change practices if we began all our work with the positive presumption that organizations, as centers of human relatedness, are alive with infinite constructive capacity? — David Cooperrider

Any organization is characterized by change. Change catalyzes for progress, innovation, and growth. To attain excellence, organizational change needs should focus on personal transformation, and not on structure or processes. AI is a process of affirmation to create — it identifies what is right in the organization. As opposed to problem solving, AI offers a life-centered approach to inspiring and energizing people and moving them in their desired direction.

AI focuses on assets and strengths, in contrast to problems and gaps. This enables participants to move away from a negative approach towards a learning experience based on best practices (Rockey, 2005). AI practitioners facilitate the progress of participants through four stages, illustrated aptly by the 4D cycle (or the revamped 5D cycle). The process has been used by public and private enterprises globally..

AI looks at the best of what is available at a given time and uses that to move ahead. The starting point is the strengths that already exist both internally in the individuals and collectively as a team. This positivity reinforces relationships and culture and creates a shared platform that promotes innovation and learning, thus helping the organization to move ahead. A case in point is the use of the approach by Walmart. AI at Walmart led to the setting of a goal of using 100 per cent renewable energy and having zero waste throughout the product lifecycles. The organization also developed a sustainability index to measure its progress. It is unlikely that a traditional strategic approach would view sustainability as a business imperative for a multinational retail corporation hinging its business on volume and thin margins.

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AI can be used for individuals, small or medium sized groups and large scale initiatives that include hundreds of people. It can be implemented in person or through the use of technology. AI principles are applied in various domains for organizational transformation. In *“The Power of Appreciative Inquiry: A practical guide to positive change”* (Whitney & Trosten-Bloom 2010), authors discussed the use of AI by the British Airways Customer Service in 1998. The team came up with a list of issues or unfortunate experiences faced by the customers. One of them was delayed or lost luggage. While addressing the issue in group discussions, the consultants focused on what the customers *“would want more of”* instead of what they did not want. The approach concluded that *“exceptional arrival experience”* was what the customers actually wanted. So the focus shifted on the customers’ arrival and not just the baggage, thereby helping the airline enhance its service (Yang, 2010).

HUMAN RESOURCE PRACTICES IN AN APPRECIATIVE FRAMEWORK

Different kinds of organizations are infected with the outdated approach of identifying problems in the organizations, and working on solving the problems, when it comes to Human Resource Management (HRM). With the focus on appreciative inquiry, the processes and practices of human resource practices in organizations are gradually changing. Organizations these days employ appreciative enquiry as a tool to improve overall performance of the organization. By using AI organizational leaders attempt to create a supportive work environment, open communication and cordial employee relationship. This kind of tool which, from a strategic human resource management point of view is considered as a *resource based view* in the organization helps organizations to decrease the employee turnover in organizations. This leads to employee retention as well and helps to motivate employee to focus on the organization vision.

The resource based view of a firm has influenced the HRM practices of the organizations by working towards identifying organizational competence and competitive advantage. In the resource based view of the firm, the focus has been on the internal resources of the firm. How efficiently HRM manages the internal resources of the firm, how employee friendly policies are handled towards engaging and retaining employees; introduction of flexible working practices through which employees are free to utilize the resource effectively in order to gain competitive advantage. In AI, the managers need to appreciate an employee through rewards and recognition, by identifying their strengths. Through AI, a leader drives value to the organization by leveraging the performances of the employees effectively. Based on the *hope theory* towards positive psychology and positive organizational behavior movement, organizations have taken an appreciative approach in people management. Research (Luthans & Jensen, 2002) suggests that there is a positive correlation between the performance of people in an organization and the positive hope levels of both managers and associates. This research also throws light on how hope can be extended in the development and designing of training programmes in organizations. According to Gergen (2015) there are alternate ways of thinking about organizational transformation. These days, looking at organizations as complex, socially-constructed systems, Coghlan (2011) has also emphasized on promises to engage into participative and democratic organizational processes, which in turn, converts human resource practices to be more participative. Positive Organizational Behavior (POB) makes use of the study and presentation of positively oriented human resource attributes and psychological capabilities which are measurable, can be developed with attempt, and successfully achieved

towards organizational effectiveness (Luthans, 2002). In this regard, Cooperrider (2012) has posited that experiencing AI can influence psychological capital positively. He adds that positive emotions develop a store-house of resources over time.

LEADERSHIP ROLE IN APPRECIATIVE INQUIRY

After having discussed the Human resource practices shift through AI, it is pertinent to discuss leadership role in organizations and its outcome with respect to appreciative inquiry. This section also discusses how the leaders' insight, innovation, inspiration and influence has the capacity to build an alignment of strengths in subordinates for enabling a high-performing organization. It will throw light on how a leader's accountability helps to engendering deeper feelings of ownership and belongingness among subordinates. This in turn leads to organizational effectiveness. AI is an example of reflective ideas that enable organizations to be assenting systems built by mankind as an answer to different questions.

Well, it has been understood and asserted by now that Appreciative Inquiry looks for what is "right" in an organization. Leadership has got a significant role to play in the paradigm of appreciative enquiry, to build a culture that foster creativity and positivity. AI leadership skills maintain the course of sense making. Srivastva, Fry, & Cooperrider (1999) describe an appreciative executive as "*a scholar, colleague and sculptor of conversation that seeks to give new voice to the mystery, not mastery and wonder, not problems, of organizational life.*"

AI is an approach to leadership and management that is, at the same, time scientific and logical along with being metaphysical and realistic. It is a practice that attempts to combine interpretive knowledge with practical knowledge. This leadership technique is buried in explanations and shared dialogue.

Schiller, Holland and Riley (2002) have portrayed in their studies an outline of appreciative leadership out of the interviews with corporate and academic leaders. The interviews have revealed the fact that an appreciative leadership approach is at the same time a philosophy and a broad perspective sustained by relation based and catalytic values. An appreciative leadership style nurtures the growth of mutual admiration, self-assurance and directness that subsequently influence unrestrained shared visions that encompass potential of the employees in the organization.

Appreciative leadership that lies at the core of appreciative enquiry is marked by five elements: Inclusion, Inquiry, Illumination, Inspiration and Integrity. They are briefly described here:

- a) **Inclusion:** Appreciative leadership connect all the people whose future lies in the direction to generate the future. It incorporates "the whole" organization by identifying behaviors to connect the hearts, minds and ideas of everybody who is in some way involved or affected by the conversational outline. Inclusion of different voices and suggestions increase ingenuity and novelty that generate an outcome which meet up to the diverse requirements of the whole. Arrangement such as circles, dialogues, collaborative inquiries, along with social technology augments organizational capability for connection, communication and contribution by various globally scattered individuals.
- b) **Inquiry:** Appreciative leadership emphasizes upon asking rather than telling and reinforces a shift from "judging to learning" (Adams, 2004). Social arrangements intended to provide answers to questions give rise to openness to possibilities and learning in its way to achieving.

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Table 2. Exhibit showing question to design and design to purpose

Question to Design	Design to Purpose
How can interaction be enhanced between various employees?	The objective of this meeting is to cultivate communication among various employees.
How can participative management be encouraged by incorporating customers in our strategic planning.	We must incorporate customer feedback while making strategic decision.
How can we create a more cohesive executive team.	The objective of this workshop is executive team building.

Below is mentioned an example citing question to design and design to purpose” and a more traditional approach of design to purpose.

- c) **Illumination:** Appreciative leadership can take out the finest attribute present in any individual. It is about “appreciative intelligence” (Thatchenkery and Metzkar 2006). Cooperrider, Srivastava (1990) discussed in their study, about the response of Peter Drucker, when he was inquired about the foundation of leadership in future organizations, which was, that the responsibility of leadership is to build an association of strengths by making their limitations insignificant. Appreciative leadership guides discussion and holistic organization wide development such as strategic planning, performance reviews and career development in the direction of strengths. The life of social structures is improved throughout the discovery and association of strengths. Processes such as AI and Gallup’s Strength Finder Index connect people in the detection and dialogue of personal and group strengths – their optimistic base.
- d) **Inspiration:** Appreciative leadership inspires and ignites hope for the prospect. Hope symbolizes vivacity and liveliness. It connects people in the journey of exploration of hopes, dreams and visions that enable both sustaining individual visions and the surfacing of a collective vision. Hope is instrumental in nurturing loyalty and making journey toward a better world amidst many challenges, impediment and disaster. Appreciative leadership is a carrier of hope even in times of utmost confrontation. It arouses hope for the wellbeing of the larger mass by deepening collective wisdom. Social structures that facilitate people to unite and honestly exchange ideas and resources –both through digital media and physical proximity enthuse hope for the future.
- e) **Integrity:** Appreciative leadership emphasizes upon relational integrity. Integrity is not an individual occurrence, rather a collective one. It is relational like identity. It formulates situations, prospect and conversation which result in win-win situations. Identifying that organizations, communities and even associations among two people are formed by dissimilar needs, wants, hopes and dreams, appreciative leadership, observe and comprehend the disparity and acts for a pledge that might please all. In an era that recognizes the necessary interconnectivity of all life, there is a winner at every situation.

In sum, it can be said that an appreciative leader is a strength-based leader. For appreciative leadership it is essential that the leader exhibits the positive core waiting to be exposed in all organizations. In this regards, one can refer to the work of Avolio, Walumba, & Weber (2009), where the authors suggest that transactional leadership and leader member-exchange that have its root in the behavior theories, rely on leader member relation. For appreciative inquiry to work, the role of appreciative leadership should

more be like relationship based. In this practice, Appreciative leaders strive towards a flatter hierarchical structure with an attempt that all members in the organization participate in responding to the vital positive inquiries. Appreciative Leadership is the leader's position within an appreciative process that differentiates the style of leadership from other organizational practices of leadership.

APPRECIATIVE INQUIRY IN TEAMS

With human resource management practice and understanding the role of appreciative leadership, gradually we are moving towards teams and its position in term of appreciative inquiry and through appreciative leadership. The focus of AI is on effective relationships. In strategic planning of an organization and projects of organizational development and team building for business organizations, there is emphasis on this new approach. Practitioners look forward to the positive changes that they can co-create together with support of team members. Based on what went well with the teams, their strengths and actual experience they had in the past, people have additional confidence through AI to describe where the team can go to.

Appreciative Inquiry is a type of action research that makes an effort to help groups, organizations and communities produce novel generative images for themselves relying on a positive thoughtful reflection of their past. Functioning from a socio-rationalist presumption of change, (Barrett, Thomas & Hocevar, 1995, Bushe, 1995, Cooperrider, 1990, Gergen, 1990) these original images are anticipated to guide to developmental changes in the organization in which they are shaped. The four principles laid by Cooperrider and Srivastva that are followed in any appreciative inquiry are that action research should *start with appreciation*, must be *applicable*, *provocative*, and *collaborative*. From the clinical perspective of conducting research (Schein, 1987), while using appreciative inquiry with teams, the approaches that have mostly emerged are mentioned below:

- **AI for Best Teams:** In this method of Appreciative Inquiry, group members are made to recollect their best team exposure so far, irrespective of their years of experience in working with any team. Each group member is requested rotation wise, to explain their experience while the remaining members are inspired to be inquisitive and connect in conversation with the main person. The facilitator inspires members to get rid of their cliché and prejudice and get confidently stranded in their reminiscence of the authentic experience. Once all members have finished narrating, the facilitator asks the group, by relying on their narration, to register and develop an agreement on the characteristic of highly successful groups. The intervention finishes off with the facilitator looking for honest confession from members about any observation that they have regarding other group members' conduct that has helped the group to act according to any of the listed quality. This type of intervention can have a functional influence on any group. Bushe & Coetzer, (1995) have revealed that groups that acknowledged this intervention has achieved higher on task result and group processes unlike other groups.
- **AI for New Teams:** The "new team" appreciative inquiry is mainly suitable for new teams and assists them in creating their rules (norming) instead of creating conflicts (storming). At the initial stage of team formation, members like to create their individuality in the group. Most of the principles that we understand about forming and storming appear from the disagreement of setting up personal uniqueness and the role complementarities these make (Srivastva, Obert & Neilsen,

1977). Role complementarily relies on the convictions that for any person to take on a role (e.g., leader) others have to be enthusiastic to take on complimentary roles (e.g., followers). Efforts to emphasize individuality in newly formed groups generate the unintentional consequence of thrusting others into role compliments, some of which they may not appreciate. This directs to the “storming” phase of group development. By narrating one’s “best team” story, individuals get a significant scope to establish their individuality in the group. It gives them a possibility to tell others, in a roundabout manner, what is significant to them in connecting to other team members, what position they would rather take up, what are the group features they mostly give importance to and so on. This can greatly hasten the team building process.

- **AI for Continuing Teams:** Appreciative inquiry in ongoing teams is more difficult along with having the probability to bear an additional transformational practice. Some successful appreciative inquiry interventions with on-going teams to be carried out in four different ways are discussed below.
 - **Building Cordial Relationships:** In team building retreat, the team manager wishes to spend some time in order to create rapport amongst team members. This type of team building demand is often fulfilled by having members fill out a personality inventory and subsequently study each other’s styles and dissimilarities. Appreciative inquiry is a good option especially if the team has previously had a personality inventory kind of workshop. The role of leader is also there to facilitate this kind of data gathering.
 - **A Deeper Inquiry:** Appreciative inquiry can be a helpful intervention when a team discovers itself caught in a channel and look up for creative behavior out. Leaders can take this process forward by engaging in task related or social process related channels. When focused on task related issues, appreciative inquiry can appear mostly similar to benchmarking with a poor standard. The disparity lies in the fact that benchmarking is an effort to determine the best in order to emulate it, the leaders appreciates the best practices and best potential and encourage the team through appreciative inquiry to reveal the best of group members’ experience for developing new collective meanings.
 - **Solving Situations of Unrevealed Resentments:** Paradoxical intervention (Quinn & Cameron, 1988; Watzlawick, Weakland & Fisch, 1974) is an intervention which is used to interfere amidst a restless and furious team and it does not lead to original shared images. It somewhat builds a cathartic release by pressurizing individual into a paradoxical stress. It works mostly by highlighting on the feelings that are not present, (admiration and approval of each other) and the issues that are causing the dissonant feelings.
 - **Deciding Inconsistencies:** Groups get trapped sometimes because they are entangled in a paradoxical dilemma (Smith & Berg, 1987). Paradoxes are widespread to group life and mostly do not result in getting caught. They are felt as “dilemmas” that outline a continuity of alternative in decision situations (Billig et al, 1988; Hampden-Turner, 1990). When a group becomes trapped, incapable to have a choice or take any measure, it is often since such a paradox is in use at an unconscious level in the group. This means that the members are aware about the dilemma but are not in a position to discuss about this.

Smith & Berg (1987) revealed in their study that an “empowered work team” of analysts was trapped by paradox of authority where people were not enthusiastic to approve others to take action on the group’s favour, but simultaneously wanted the authority to take steps in favor of the group to deal with others in

and outside the organization. Appreciative enquiry is the best possible intervention in this situation, where the facilitator would encourage the members to open up about their problems in some other organizations and how they finally solved it, which would encourage also coming up with such unique solutions.

CO-OWNING OF IMPROVEMENT AND EFFECTIVENESS

Appreciative Inquiry involves the joint engagement of the leader and the team, towards organizational development. AI as a technique and laid down with appreciative leadership, builds on aspirations and inspirations; people build on stories that are narrated, visions that are co-created, and inspirations have motivated, so one of the most important characteristic in this process is *generativity*. As generativity works, there is a co-owning of improvement and effectiveness. The co-owning and co-creation comes from an unleashing of collective capacity for imagination (Whitney, and Trosten-Bloom, 2003).

AI as a process is envisioned as collaborative, that provides the prospect for great numbers of employees and stakeholders to join on the same platform to co-create their organization. One important key to such developmental change is radical methods for nurturing systemic collaboration. Though organizations at the initial phase of the intervention might appear skeptical about the extent of collaboration they should have, with the engagement in the process, with passage of time, the value of collaboration becomes more evident. Even collaborative technology cannot be ignored in AI. The members in the organization together align to chart a feasible strategic roadmap where all stakeholders can engage towards strategy implementation. During the process, there are chances of conflicts and differences and conflicts among members should not be circumvented, it needs to be dealt with carefully and constructively. Again this does not mean that there will be a consensus among voices, but it is unwelcome if differences are ignored and not worked on.

The strategy ideation to strategy implementation is based on the emergent principle of AI, the 'wholeness principle'. The co-owners together translate their proposed ideas and work toward further refinement of strategies in increasing organizational effectiveness. Members of the team, attempts to embody the positive core of the organization, engage in an innovative iterative process, co-owning of these innovations partakes a review and refinement of structure, systems, competencies, relationships and also products and services. Gradually, the emerging of the acceptable new strategies eclipses the old. All key stakeholders' involvement, commitment and ownership are necessary here. At this stage, leaders certainly play an imperative role in order to gravitate the change forward. The co-owing also results from the organization's and human's identity of motivation of work, as suggested by Maslow's belongingness needs. As the process of AI rests on discussion, it invariably involves the co-owing of leaders, members and facilitators together.

Thus AI focuses more on the ownership that the team and the leader have to feel towards bringing in innovations, and implementing these towards achieving desired targets. Thus the role and the design of organizational development embodying the positive nucleus of the organization should be an illustration of the desired future that both the parties want to create.

SKILLS OF AN APPRECIATIVE INQUIRY PRACTITIONER

The art of transformation in AI is not very simple. It needs thorough insight, skills and experience on the part of the practitioner to handle the transformation. It also rests itself on appreciative coaching to craft a co-creative route for human transformation. It requires practitioners to have a capacity for inquiry, setting up a dialogue and suggestion, and enable people to put together the best of their achievements and collate them with their present strengths, ideals, and visions so that they can deliver powerful performance and positive results. So this section will basically speak about the traits and skills that would make AI practitioners successful.

Organizations are living human constructions, so towards organizational development, enquiry and changes are not isolated events; the story of the organizations incessantly gets co-authored. The role of an AI practitioner is immense to this effect. AI practitioners need to develop cognitive images, cognitive maps and then create actions. As an AI practitioner, the leadership role has to enter a contract with the clients and discuss the key deliverables. The AI practitioner is a neutral observer with a positive view. The practitioner with his skills has to engage others, evolve and endure situations. The practitioner needs to comprehend well image-action and have a command over language as an inquiry mechanism and creating image. The skill of the practitioner also involves crafting tailor made AI questionnaire and training the interviewers to interview precisely. The practitioners need to engage in innovating socio-technical architecture and enliven provocative propositions from narrated stories. The practitioner has to have hands-on experience in using himself as a tool of AI. The practitioner has to be well versed in guiding organizations, and also engage participants in a positive and appreciative approach. The practitioner has to have skills in adopting a strength based approach.

EVALUATION AND APPRECIATIVE INQUIRY

Many organizations employ AI to conduct the process of evaluation. Probing questions are asked by the evaluator to undertake the evaluation process. It also requires developing the evaluation purpose, framework and strategy, following by questions to be asked in the process of evaluation. A purpose statement is also designed to explain why the evaluation is being carried out. AI has the power to have a positive impact in cases where other approaches had tremendous damaging evaluations and had discouraging consequences on all over the organization. As already discussed in the previous section, AI demands expertise and skills on the part of the practitioner to bring results. In complex organizational scenarios, AI has the capability to restate and reconstruct the best, the valuable and the useful. AI, as a technique of evaluation has to be engaged in with a lot of care and precautions. Uncontrollable damages may result in case there are false reported self-congratulatory results, vacuous data and over-congruence of ideal state and present state. To this effect, the evaluation approach of AI should be handled systematically, and also it is to be remembered before initiating any evaluation that evaluation should bring some undulations in the organization. Insensitive evaluations can generate tension, stress and negative results which ultimately would leave the organizational effectiveness at an endangered state. To avoid such devastating impacts of evaluation, planning, designing, analyzing and reporting of AI should be meticulously done. There have been cases where AI just rendered a heap of unsuccessful management strategies (Bush, 2000).

For evaluation results to be effective, it is necessary to include stakeholders, (Preskill and Caracelli, 1993), thus the effectiveness of participatory evaluation have been reported to be more fruitful than otherwise. Cousins (2003) reports that for a participative evaluation to be successful, trained and not so trained members should form the evaluation team, this would lead to accurate judgments and decision making. When stakeholders form the evaluation team, it enhances the accurateness of the data that is purported (Brandon, 1998; Patton, 1997). It also contributes to superior evaluations capabilities (Compton, Glover-Kudon, Smith, and Avery, 2002; King, 2002). it makes evaluations further democratic (Greene 2000), Mathison 2000). The role and involvement of stakeholders in the evaluation phases of AI might differ from one intervention to another, but what is absolutely suggestible is their participation. (Cousins and Whitmore 1998, Torress and Preskill 1997), when stakeholders participate in the AI evaluation, learning ensues, and that learning is called 'process use' (Patton, 1997). It refers to the learning that happens over the process, changes that come in thoughts, perceptions and ways of understanding. So as AI takes an evaluative approach, the most important three pillars it needs to build on is participation, learning-orientedness and stakeholder involvement. Exchange of dialogues and building on discussions is fostered through participatory approach. Learning-orientedness creates innovative thinking, new roadways and organizational metamorphosis. To make the overarching philosophy of AI a an evaluating tool more effective, it is indispensable to espouse a structured process, and have a foresight of how the identified facts will be employed to upsurge organizational effectiveness.

Cummings and Worley (2014) describe evaluation as a feedback process that involves organizational development practitioners. The emphasis on evaluation of AI involves a scientific research through pre-post-test designs.

CONCLUSION

In the business world, appreciative inquiry and appreciative leadership are being witnessed in every type of organization and every size of organization. The myriad transformations through AI practices unveil that it is a great tool for managers to bring change and develop organizations. Today society needs not only financial profitability, but also sustainability. Appreciative inquiry through appreciative leadership provides a sustainable design mechanism for the same. As a process, AI brings out the hope by exploring strengths and positivity in organizations and emphasizes a democratic leadership.

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Chapter 3

Appreciative Inquiry as a Potential Tool to Nurture Creativity: A Path to Drive Innovation

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ABSTRACT

Appreciative inquiry is an act of nurturing a group of people in a system to move into positive futures through relationship development and generative learning. The culture of a healthy institution is formed through shared values and beliefs. Appreciative inquiry gives people the experience of personal and collective power, a sense of liberation, and freedom. It enhances self-esteem and self-expression which leads to self-organization. Freedom comes with responsibilities and self-organization. Self-organizing systems take care of power inequality, balance resources, and optimize when required. Appreciative learning is the art of valuing and inquiring those possibilities that can create something profoundly new. Any innovative organization goes beyond the perceived constraints and focuses on opportunities around and evaluates internal strengths and strategises their moves. Appreciative inquiry nurtures creative and innovative thinking by fostering a positive focus.

INTRODUCTION

Appreciative Inquiry (AI) is a method to drive organisational changes through positive notions and understanding around organisational members. The key principal of Appreciative learning is that an organization will grow in whichever direction the people in the organization focus their attention. A team of Professors from organisational behavior at Case Western Reserve University initiated this concept in 1987 . The article by David Cooperrider and Suresh Srivastva mentioned that the overdoing of “problem solving” can hinder social development. An alternate new methods of inquiry can contribute

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to generation of new ideas and models . AI differentiates itself from a typical action research, which is generally conducted through critical questions and analysis. Appreciative inquiry thoughtfully approaches an organization with affirmative assumptions about members and their relationships in the organization (Ludema, Cooperrider and Barrett; 2006). Positive line of inquiry can ignite with dialogue that transforms human systems. Literature and practices showed the growth of an organization and constructs future movements in the track of what they most enthusiastically and collectively inquired. Appreciative inquiry is a concept and more than a method. It facilitates to lay the vision of organizational life and intentional attitude towards uninterrupted inquiry that can lead to wellbeing, happiness, attractiveness, excellence, creativity, innovation and freedom (Ludema, Cooperrider and Barrett ; 2006).

AI is also an act of facilitating a group of people in a system to move into positive futures, created through relationship. In the process of implementing AI, in many cases it has been observed that an interesting synergy gets created. Study shows that positive inquiry facilitates identification of prospective priority and opens up multiple pathways for innovation (Whitney & Fredrickson 2015). The people within an organization brainstorm in order to attend the possibilities and interconnections (Bidwell, & Rand, 2014). Therefore the objective of this chapter is to explore and understand multiple concepts like Affirmative Line of Inquiry, Participatory Action Research, Liberation of Power, Cultivate unique culture, Nurture Creativity. These concepts are then considered as potential paths to drive Innovation.

BACKGROUND: THE FOUR “D” S OF APPRECIATIVE INQUIRY

The four “D”s of Appreciative Inquiry are discover, dream, design, destiny which address a topic which need to be maturedly framed through positivism and need to be contextual(Cooperrider & Whitney, 2000; Cooperrider et al., 2003; Ludema et al., 2003). The domain of intervention through a choice of topic is one of the key factors for accomplishment of any transformation or innovation initiative in a system. An organization mostly tend to progress in the direction through simple and commonly asked questions. “Inquiry is intervention ... even the most innocent question evokes change” (Cooperrider & Whitney, 2000). Attentioniveness in any human system is depleting at a high rate and it holds true for any conventional organizations as well (March & Olsen, 1989). Therefore framing of topics become important to attract and hold attention and also facilitates resource is channelization. Every question is rooted within it with a range of possible opportunities and directions. They evoke imagination and creativity among the members in an organization and stretch them to think beyond their normal paradigms (Bright, Cooperrider, & Galloway, 2006).

- **Discover:** During this phase the organisational members explore the attributes which provide life to the organisation . Emphasize and illuminate those attributes even if the moments of excellence is less, the task is to zero in on them and continue discussion around the attributes that made them possible. Valuing the “best of what is” opens the way for envisioning hope and prospect by removing the certainty of current shortfall. (Ludema, Cooperrider and Barrett ; 2006).

A director of an education institute conducted an Appreciative Inquiry session with a group of close to 200 faculty members by sharing their positive stories associated to their classes and relationship with their students.

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- **Dream:** Dream is the second phase in appreciative inquiry process. Through collaborative brainstorming with positive line of inquiry new pathways begin to emerge. These lines of inquiry have been prompted by unconditional affirmative interrogation. The language used for description of social and organizational reality is creative enough to invite new, positive alternatives for the organization. This practice contributes to generation of vocabularies and narratives that illustrate the organization or a system with all its potential attributes and paint their imaginations accordingly. This phase liberates their members' thoughts and ideation through mutual and collaborative understanding and offers positive reflections of the future (Ludema, Cooperrider and Barrett; 2006).

The faculty members in the above mentioned education institution were reoriented in groups which has members from different schools or departments and they were encouraged to work together through two days workshop. The intention of the workshop was to brainstorm and dream about their imagination. Multiple new pathways related to restricting of classes, development of research labs, project opportunities for the students have evolved. Some of them can contribute to change in institutional policy as well and will be considered by the institute in the long run.

- **Design:** Design is the third phase in appreciative inquiry process. In this stage the members design for the future through collaborative discussion. It is a method of finding commonalities by sharing experiences, discoveries and opportunities through dialogues and debates and therefore creating a space to accommodate members' opinion and suggestion. "Yes this is an ideal or vision that we value and should aspire to. Let's make it happen." Discussion and conversations lead to organizational discourse and co create collective dreams for future endeavor. The main objective at this stage is to collaborate and create an inclusive interactive system by ignoring hierarchical structures (Ludema, Cooperrider and Barrett ; 2006).

In continuation to the above example, a team of facilitator who was organizing the workshop considered all the imaginations and dreams evolved from multiple smaller groups. A set of actionable recommendation was generated from those documents, which will be considered for redesigning institution missions in long and short run.

- **Deliver:** This is the final phase in the process. In this stage the organizational members are invited to deploy the new design through innovative action. AI facilitates this process by incorporating ever-expanding network of contributors to connect in the discussion. Individual member brings different perspectives and resources to develop a corpus of knowledge, skill and language that generates wider and deeper capacities for action. Therefore, the associates in the organization develop a system that they have designed to decode their ideals into realization and practice their beliefs (Ludema, Cooperrider and Barrett; 2006).

The final set of recommendation along with its plan for implementation is delivered for institutional development.

THE POWER OF AFFIRMATIVE LINE OF INQUIRY

Appreciative Inquiry intend towards developing a Human system or an organization that inspires and nurtures enthusiasm. This form of exploration avoids the route to conduct a survey, which can result to low self-esteem. Those surveys mostly document the origin of low self-esteem and then attempt to intervene in order to solve it. The alternate pathway as per appreciative line of inquiry is to activate a system-wide investigation into moments of unique excitement and passion. Appreciative inquiry is conceptualized on a set of beliefs that it is much healthier and more straightforward approach to go through the main entrance of enthusiasm. Taking the route to deep dive into low self-confidence while traveling towards future of enthusiasm is a superfluous diversion (Ludema, Cooperrider and Barrett; 2006).

When an exploration is directed towards human problem and conflicts, in most of the cases the intensity of the problem increases. On the other hand when organizational culture tend to evolve around high human values and accomplishments, sharing pinnacle experiences, best actions and noble practices, these tend to flourish. All these affirmative lines of inquiry revolve around their topic of choice on the basis of which the organizations act and build their imagination (Ludema, Cooperrider and Barrett; 2006).

APPRECIATION AND ITS IMPACT ON HIERARCHICAL RELATIONSHIPS

Relational patterns in any hierarchical and bureaucratic system are mostly driven by problem-focused ideologies, assumptions, beliefs, and ideas. This results into formation of language and jargons in order to create certain pseudo barriers (Ludema, Cooperrider and Barrett ; 2006).

- **Encourage Positive Conversation Within a System:** Optimistic dialogues are key to a healthy evolution of human system or community or organization. One of the basic propositions of AI is that it is the impression of the future that may usher the path to the present action of any system, organization or institution (Polak, 1973). A system exists because of a set of people who administer and preserve them transmit some sort of commonality related to organizational function and future action (Cooperrider, 1990). Through unconditional positive questions it connects multiple nodes. It churns out empowering narratives and metaphors. Nurture dreams and desires that hold a spirit of energy and power. The reflections that typically remain unexpressed or under expressed in a traditional hierarchical bureaucratic conversation (Ludema, Cooperrider and Barrett ; 2006). Positive questioning method allows every individual or members in a system to explore and navigate into the “realm of the possible” (Ludema, Cooperrider and Barrett ; 2006).
- **Builds a Network of Inclusion and Positive Relationships:** AI is a co-creative, collective effort towards discovery, which is vigorous, fruitful, and positive for a particular organization to thrive. Such a network can be built through participatory approach and designed to incorporate a rising number of opinions in the discussion that focuses on strengths and hopes. Critical and analytical instinct attempts to challenge the knowledge base of others. Appreciation can open up multidisciplinary discussion and increase their understanding about multiple ways of acquiring knowledge. Develop a mindset to accept a wide range of varied understandings and experiences (Kolb, 1984). It creates a ground for approachable, respectful, creative discourse between apparently “incommensurable paradigms” and inspires an attitude of empathy rather than criticism when challenging varied opinion (Ludema, Cooperrider and Barrett ; 2006).

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- **Creates Self-Reinforcing Learning Groups:** Increase in positive vocabularies in a system allows people to reinforce their capacity. Initiates their thinking to place those possibilities into their everyday practice. The members of the organization acquire increasingly coated and complex vocabularies to get the work done through new ways and expressions. Every individual in a system evolves with a set of “new knowledge” that will allow them to improve. Expand their capacity to understand and inspire the constructive strengths of others. Therefore a self-reinforcing learning cycle gets created within the system. The system develops a culture and capacity to learn and develop new knowledge through positive discussion. People become more efficient to observe, reflect and learn from the strengths and ability of others, and can have a multiplier effect on organizational capability.
- **Strengthens Democracy and Self-Organization:** Another important outcome of AI is that it propagates a sense of equality with immense dynamism. Every individual in an organization or a system should inquire and share best practices among each other and encourage their dream and desires for the future, it certainly points to the formation of structures which are less hierarchical and more equality in controlling and making decision. An interaction around values of respect and partnership which result in participation as “equals”. This school of thought beliefs on breaking down silos across departments. Penetrate directly to the sources to create an impactful future by surpassing traditional boundaries. Appreciative inquiry increases organizational capability for self-organization to develop a system-wide collaborative competence (Barrett, 1995). Conversations around innovative possibilities, ignoring hierarchical barriers, endorsing generative learning, and facilitating broad access towards decision making process and organizational design, the inquiry process establishes necessary conditions for self-organization to flourish.
- **A Repository of Strength and Releases a Positive Revolution of Change:** Conversation around shortfall in an unfavorable organizational structure lead to an increment in cultural anxiety and depression. On the other hand the hopes and possibilities ignited by the unrestricted positive questions strengthen organization’s morale and widespread creative imagination and invention (Ludema, Cooperrider and Barrett; 2006). Deep probing questions reveal the forces and factors that provide organizational life. The process facilitates penetration into an unseen repository of opportunities and strengths, which can be termed as organization’s “positive core” (Whitney & Cooperrider, 2011) . The organizational competencies, success stories, resources, perceived values, customs, culture, knowledge, inspired emotions that lie deep at the heart of the organization contribute to its positive core. These positive cores provide the organization with a soothing sense of identity and continuity, which stabilize uncertainty and provide direction for decision-making in the midst of utter turbulence. It generates energy for action. Once an initiative is linked to the positive core of the organization the propensity for its growth is significantly high and can lead to realization (Whitney & Cooperrider, 2011).

PARTICIPATORY ACTION RESEARCH THROUGH APPRECIATIVE INQUIRY TO UNFOLD COMMUNITY PSYCHOLOGY

AI is a form of opportunity-centric participatory action research practice. It draws concepts from multiple assumptions and philosophies of social psychology. AI considers and respects ecological aspect, cultural diversity, human resource empowerment and prevention and community feeling. Additionally, this form

of inquiry is a strength-based line of questioning that is consistent with the evolution of findings in the domain of positive psychology and positive organizational scholarship. This contributes to the academic movements that are producing new discoveries and perspectives (Pargament, 1986; Seidman, 1990).

Participatory Action Research is an important research method for understanding community psychology. It has evolved to be a significant device for intervention in the community and develop social systems. The major concerns in this kind of initiatives are “how to get an acceptance from community members and involve multiple stakeholders, how to take into account potential consequences to a whole community system and develop a sense of empowerment among participants”, etc. These concerns are pertinent for understanding community psychology. Participatory Action Research is also a potential method under management theory pertaining to the literature on organizational change and development (Reason & Bradbury, 2001; Cameron, Dutton, & Quinn, 2003).

Recent studies on organizational theories focus on positive psychology and attribute that play an important role for organizational peak performance in both human and operational terms (Aspinwall & Staudinger, 2003; Seligman, 2002; Snyder & Lopez, 2002).

Participatory Action Research methodologies generally initiate with a focus on addressing problems existing in the community. In contrast, the premise for appreciative form of inquiry is that organizations or communities are clusters of affiliation, and capacity building within that system reshapes the organizational structure in such a way that the challenges observed earlier can be addresses in a radically different way. This also becomes a potential ground to look for innovative opportunities.

The study by Boyd and Bright, 2007 dealt with several discussion related to practices of community development. The study suggested a conceptual distinction between problem-centric and opportunity-centric methodologies.

Problem-Centric Community/ Organization Development Methodologies

The classic Participatory Action Research process for creating an impactful change is embedded in the practices of Lewin, who brought psychological inquiry to persist social issues and challenges embedded with solutions in action (Selener, 1997). The action research was originally conceptualized in three stages for a designed organizational change (Lewin, 1951). These three stages are “unfreezing (minimize those forces who are creating or encouraging resistance to change), moving (intervening with a change effort) and refreezing (stabilizing the change into a new state of equilibrium)”. The original model of Lewin’s about organizational change was revised over time into traditional *action research*. This method is associated with the following steps mentioned below (Cummings and Worley, 2005)

- Problem identification: When a problem gets identified or sensed by the leaders in an organization and they try to address it through external experts.
- Behavioral science expert opinion: The consultants try to assess multiple human resource challenges through open discussion with them along with the behavioral science experts.
- Data gathering and preliminary diagnosis: Generally, data is collected through interview, observation, performance mapping for individuals or multiple functions and then develop a diagnostic report based on their findings.
- Feedback to a key client or group: The expert team shares all their findings and tries to show them some road map and identify their strengths and weakness.

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- Joint diagnosis of the problem: An intimate relationship exists between the client and the experts during collection of data and its critical analysis. The experts summarize the essential data available from their clients analyze them and then present the findings for discussion, authentication and further diagnosis.
- Joint action planning: The necessary actions were planned through joint discussion and brain storming by the experts and the client members. This is referred as “Moving” process by Lewin.
- Action: In this phase the effort for change is done. This process may involve installing novel methodology and restructuring the overall work designs and reinforcing new behaviors.
- Data gathering: Action research is a cyclical process, data collection is done after the action and they are analyzed to control the effects of the action. The results are then fed back to the organization for necessary changes in the system. This may again lead to re diagnosis and new action.

The above-mentioned steps reflect a certain level of biasness towards priority on identifying and resolving problems (Powley, Fry, Barrett, & Bright, 2004).

Opportunity-Centric Community Development Methodologies

AI epitomizes an alternative Participatory Action Research progression with emerging new methods that allow for an expansion and boosting of strength and opportunities in a community. The imageries of normative presence within that group are diverted toward the extraordinary (Cooperrider et. al., 2003; Whitney & Trosten- Bloom, 2003). As an opportunity centric approach, appreciative inquiry emphasize on this diversion of the basic conceptions about the customs within a community (Cooperrider & Avital, 2004). The foundation for the diversion can be initiated through several norms about human systems as mentioned below.

- All human systems or communities are hubs where individuals get connected in order to serve through their strengths and enlarge the potentials of the human condition. This enlargement occurs to the extent that communities understand and appreciate the possibilities among the members and community.
- Communities are an exemplified phenomenon of life, filled with potential and energy. The basic need for human association lead to formation of communities they share some commonality in terms or culture, knowledge, behavior, attitude, opinion etc.
- The possibility of deep community change can be thought of when the members of the community can feel a certain sense of trustworthiness, emotional safety and dedication to the procedure. A background which provides a sense of security, connectedness and enough inspiration then the members in that system is a better situation to nurture their creative thinking and try and experiment on new ideas. Those situation become and ideal breeding ground to sow the seeds of impactful social changes.

The goal for any high performance innovative community is to drive potential changes for social good. The process to kick off the momentum for change is different for opportunity centric from problem-centric in several ways. An authentic positive question is the primary method to start and accelerate change

in the system and not only limit to diagnosis. The fundamental principal behind this inquiry process is that an answer is not predefined; the answer should evolve through multiple collaborative discussions (Adams, Schiller, & Cooperrider, 2004).

This form of questioning is likely to create “an appreciating effect” on relationships (Whitney & Trosten-Bloom, 2003). This inquiry mechanism tends to blur certain hierarchical boundaries, disrupt socio economic strata and allow cross functional, cross cultural exploration (Powley et al., 2004; Bright et al., 2006). Authentic inquiry creates appreciation and serves to strengthen the relationships among the people in the community. And expand overall community strengths and opportunities (Gergen, Gergen, & Barrett, 2004).

FROM OPPRESSION TO THE LIBERATION OF POWER

The journey from oppression to liberation of power is one of the social developments. Paulo Freire’s in his study mentioned that the “oppressed” in most of the situation plunged in hardship and reality. They are social realists, who generally view the world through pessimistic lenses. In most of the situations they possess low self-esteem and belief that there is nothing they can do about it (Whitney & Trosten-Bloom, 2010). They are always very pessimistic and share their experiences through those lenses. They tend to position themselves with no power to deal with challenges and change their surrounding environment. These organizational frustrations are heard too often from Innovation, Creativity, Participatory Action Research, Generative Learning, Self Organisation Innovation, Creativity, Participatory Action Research, Generative Learning, Self Organisation organizationally oppressed individuals (Whitney & Trosten-Bloom, 2010).

These organizationally oppressed people can be seen in all disciplines, at all levels, and in all sectors of organizations. In most of the organization one function or discipline overpower other. This results to multiple frustration and conflict. There are also situations where top management expresses great frustration and being incapable to persuade the market or shareholders or to motivate their employees. Whereas in certain cases some employees get a sense of feeling as an insignificant entity and unable to influence the way their team members work.

The liberation of power can only instigate when members of community can recognize that the world and their space is open towards certain changes as created through human interaction and creativity. At this stage, people in a system have a positive attitude towards each other. Generally, the other has more power through information and experience (Whitney, & Trosten-Bloom, A., 2010).

When people understand that they can initiate certain differences to others through a healthy relationship, then true liberation can be experienced. These people are general considered as social constructionists who understand deep social structures and parameters and tie them accordingly. Appreciative Inquiry creates a sense of freedom, a context which is rich in relationships and stories that become the journey track towards liberation (Whitney, & Trosten-Bloom, A., 2010). Therefore the relationship between the 4Ds of Appreciative Inquiry, liberation of power and establishment of life centered organization need to be explored and unpacked. Study by Whitney and Trosten- Bloom, 2010 mentioned about six categories of freedom: “Freedom to be known in relationship”; “Freedom to be heard”; “Freedom to dream in community”; “Freedom to choose to contribute”; “Freedom to act with support”; “Freedom to be positive”

People’s view about their power within an organizational context can be altered by any of these six freedoms. The power of AI originates, in part; from the way it releases all of the Six Freedoms over the

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course of just one complete Cycle of Discover, Dream, Design and Deliver. The overall impact of these personal and collective changes in an organizational process is significantly high (Whitney & Trosten-Bloom, 2010).

Freedom comes with responsibilities and self- organization. Self-organizing systems take care of power inequality, balance its resources and optimize when required. Self-organization are demonstrated by an epistemic attitude of liberation, freedom, harmony, and social structure, in which administrative members are unconstrained to co-create the worlds and realities in which they live (Ludema, Cooperrider and Barrett ; 2006).

APPRECIATIVE INQUIRY FOR THE LEADERS OF CHANGE

A human system should exhibit a strong affinity and bonding towards each other in order to generate an impetus for change. The organization should churn out experiences of hope, inspiration, and the sheer joy of creating through healthy interaction among the members. “Our experience in a variety of change efforts leads us to one unmistakable and dramatic conclusion: the more positive the questions that guide an inquiry and shape a conversation, the stronger will be the relationships and the more long-lasting and effective will be the change”. The participants are invited to immerse deeply exchange valuable stories of one another’s life and respect their contribution in the organization. The appreciative inquiry technique immediately augments their understanding, intensifies their respect towards each other, and establishes robust relational bonds (Ludema, Cooperrider and Barrett; 2006).

CULTIVATING A UNIQUE CULTURE

Wyk (2009) emphases that there is always ‘an inescapable, pervasive culture’ that directs the way things are done and the way in which people interact at the different organizations. In order to explore the expectations of a member in terms of building a cohesive culture, it is necessary to develop a frame of reference on what binds a group together or ‘what holds the place together’ (Goffee and Jones 1996). It is, however, necessary that a ‘cultural audit’ be conducted (Yildiz, 2014) to identify the expectations, values and commitments of staff and to reveal the staff’s ‘dreams’ in order to bring about effective transformation.

The culture of a healthy institution is formed through shared values and beliefs. It also comprises of tangible ways of creating bonds among a group of people through physical environment, shared symbols, artifacts, organizational narratives, role models, practices, rituals and ceremonies. It is, however, also a challenge how to convey and foster these ‘binding forces’ (Niemann, 2010).

APPRECIATIVE INQUIRY TO NURTURE CREATIVITY

Creativity in an organization can be expressed as the formation of novel and unique ideas, which can lead to a useful solution (Oldham & Cummings, 1996). The idea needs to be useful enough along with its novelty and originality to be considered as creative (Amabile, 1988; Zhou & George, 2001). A novel idea but not with much potential value can be rare but not creative’ (Zhou & George, 2001). Generation

of a significant amount of ideas is not the objective of a creative practitioner. Rather, the objective is to tackle issues through deeper understanding with right form of inquiry. Identification of possibilities within a system and then ideate on the basis of the strengths and skills and lead to creation of new products and services, for a competitive business advantage, and to improve organizational efficiency. The employees' creativity can be nurtured through healthy organizational culture that can initiate innovation (Zhou & George, 2001) and therefore it becomes a critical resource for an organization to prosper. In contemporary organizations, most of the work is based on a set of knowledge and often they are less rigid and quiet open for expansion. New creative approaches should evolve to deal with societal opportunities and challenges. Organizations should nurture people's creative potential through appreciation and healthy practices which becomes a fertile space to sow the seeds to drive innovation, change, generative learning, and performance (McAdam & Keogh, 2004). Developing an appreciative learning culture through positive line of inquiry nurtures creative thinking.

APPRECIATIVE LEARNING CULTURE TO FOSTER INNOVATION

Post industrial revolution is experiencing a current upsurge of interest in developing appreciative learning culture in organizational spaces. The pragmatic mechanical ways of thinking was suitable for the industrial age, however slowly becoming irrelevant. There is a need for deep contextual immersion and creation of experimental spaces, which can accommodate failures. Modern organizations should think systemically, critically analyze their assumptions and mental models through deep engagement and meaningful discourse (Barrett, 1995). Appreciative inquiry in organizations leads to inquisitiveness for searching strengths and success, optimism and creativity. (Chakraborty & Mishra, 2019).

Innovations in organizational design should attempt to develop novel strategies and create a platform to drive innovation and a culture of continuous improvement, which should be adaptive to change. Organizations are rethinking conventional structures and considering the limitations of hierarchy. They are trying to merge multiple working divisions ignoring the concept of specialization. Managers are creating space to accommodate multiple skills and knowledge specialties. Inculcating multidisciplinary culture through integration of different technology faculties in order to create innovative products and services (Barrett, 1995).

Organizational leaders have started to see multiple ways to create learning cultures and contexts, in which the members can experiment and discover their capabilities. Encouraging multiple interdisciplinary and cross-cultural researches to anticipate customers' latent needs. The Managers of high-performing organizations always experiment with their organizations' social structure which drives continuous brain "successful organizations are ones that innovate rather than merely adapt; they learn how to learn".

Literature from education discipline contributes to a significant amount of work related to multiple forms of learning. Dewey (2008) distinguishes between thinking and rote memorization. Senge (2004) attempted to differentiate between adaptive and generative learning. Adaptive learning contributes to minor incremental innovation with strong focus on continuous feedback from environmental demands. However radical or a major impactful innovation requires generative learning capability, which focuses on continuous experimentation. Generative learning drive is systemic, divergent and convergent thinking rather than fragmented thinking. It motivates an individual to develop a willingness to think beyond the accepted limitations of a problem. According to Senge, generative learning needs a different mind-set. Generative learning includes an appreciative approach, and inculcates a capability to envision radical

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potentials that push beyond the boundaries of the problems. Organizations, which are highly performing generally, engage in generative learning. They are skilled at appreciating potential and identifying possibilities. They surpass the limitations of apparently “reasonable” explanations and consider rich possibilities not predictable within conservative analysis.

The culture of Appreciative Learning highlight the achievements of the past, suggest images of future possibilities, and create a spirit of fidgety, on-going inquiry that inspires members to new levels of activity (Barrett, 1995). These cultures develop particular capabilities and the resources necessary to support the existence and success of a system:

- **Affirmative Competence:** The organization focuses on past and present strengths by highlighting on the human ability to appreciate positive possibilities.
- **Expansive Competence:** The members in an organization are continuously challenged and provoked to experiment and allow the potentials to stretch beyond boundaries and motivate them to drive in new directions.
- **Generative Competence:** The organization constructs a system, which is integrated and the members of the system are allowed to establish the consequences of their actions to recognize that they are making a meaningful contribution and to experience a sense of progress.
- **Collaborative Competence:** The organization creates forums in which members engage in ongoing dialogue and exchange diverse perspectives.

CONCLUSION

Knowledge capital has grown significantly in post-industrial age. This shift has generated an alternate way of structuring the organization and designing the way we define the task to manage it. Old form of authoritarian models for organizational leaders is scrapped by new thoughts and responsibilities that nurtures highly committed work measures. The challenge for post-industrial organizations is to create frameworks in which associates get an opportunity to learn and experiment on a continuous basis. Create a ground to navigate complexity through mutuality and universalism. With the globalization of the economy and increased competition, organizations cannot survive only on their past successes. Continuous innovation plays an important role for an organization to develop a competitive advantage through continuous churning of new ideas. Therefore the business of the knowledge economy is the creation of new knowledge. Positive work environment leads to positive outcome of performance (Chakraborty & Ganguly, 2019).

It is not enough for organizations to respond, adapt, and cope with the pressures of change. The push for innovation requires a different kind of creative thinking and learning, one that goes beyond adjusting to challenges and solving problems. They have to focus on imagining possibilities, on generating new ways of looking at the world. Organizational members are pushed towards a set of knowledge and possibilities that can lead to radical innovation. Appreciative Learning is the art of valuing and inquiring those possibilities which can create something profoundly new and not just addressing to the problems as they present themselves. Any innovative organization goes beyond the perceived constraints. It focuses on the opportunities around and evaluates their internal strengths and strategizes their moves. Appreciative inquiry nurture creative and innovative thinking by fostering a positive focus. Therefore this form of

inquiry seems to be an effective tool to drive innovation by advocating expansive thinking, a generative learning pattern and creating collaborative and co-creative systems.

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Chapter 4

Health and Wellbeing as Appreciative Inquiry in a Private University in Mexico


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ABSTRACT

Appreciative inquiry (AI) has been used to promote positive change in different areas of organizational life. It is based on the 4D cycle which includes four distinct stages: discover, dream, design, and destiny. Organizational wellbeing is both a strategy and a responsibility, especially in recent times, when the line between work and life seems to be blurring, and there has been an increased concern about the role that work plays in the health and wellbeing of employees. AI is substantially different from other institutional analysis methodologies because it is not focused on solving problems, but on the positive aspects of organizational life and culture. This chapter presents the case of a private university in Puebla, Mexico, which has been promoting holistic programs to improve employees' wellbeing and happiness, reducing stress and other potential health problems through appreciative inquiry on what members dream, long for, and aspire in terms of better overall health. It is a descriptive study that presents a specific case.

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INTRODUCTION

The traditional approach to organizational development programs has focused on creating remedies to a variety of problems in an attempt to generate positive change (Cumming & Worle, 2015). By contrast, Appreciative Inquiry is an organizational change method (Cooperrider, & Avital, 2004) that focuses on the positive aspects of an organization rather than on its problems, identifying and valuing what is good, and investigating about it (Reed 2006; Cooperrider & Srivasta, 2017). Appreciative Inquiries are conducted through the analysis of four phases known as the 4 Ds: Discover, Dream, Design, and, Destiny (Cram, 2010).

Organizations are currently facing complex and ever-changing environments (Cooperrider & Srivasta, 2017) in which uncertainty, job insecurity and instability prevail. Globalization, competitiveness, continuous technological advances, increased automatization, and digitalization have led to increased demands resulting in overwhelmed employees living in increasingly stressful settings (Kleber & van Der Velden, 2009). Rewards and development programs have been modified to promote employee happiness and wellbeing (Grant, Christianson & Price, 2007), thus improving all aspects of their lives.

More than ever organizations are becoming centers of vital connections. While life-giving health programs were originally designed to reduce insurance costs (Lockwood, 2003), they have become an important element in business missions and visions to improve employee productivity (Kirsten, 2010) and retention (Sears, Shi, Coberley & Pope, 2013). Healthy organizations develop good practices (Corbett, 2004), and a culture and climate that can promote employee health and safety through actions directed to the individual, the group, the organization, and inter-organizational processes (Di Fabio, 2017), resulting in a positive revolution on organizational development and change management (Cooperrider & Whitney, 2001).

The World Health Organization (WHO, 2019) has suggested that among the risks of mental health, the following can be positioned in the lead: Inadequate security and health promotion policies, inefficient management and communication practices, lack of decision-making authority, lack of control over their working area, low level of employee support, rigid working hours, and lack of clarity about areas and organizational goals. It is precisely in this context that healthy organizations have emerged (Di Fabio, 2017).

Wellbeing programs that focus on strengthening practices have resulted positive in maintaining a healthy environment (Di Fabio & Peiró, 2018). The Pan American Health Organization (PAHO, 2017) has explained that Mexico designed a strategy to promote healthy work settings that are free of violence, that address psychosocial factors, and that promote emotional well-being to generate healthy work habits, and that the strategy is being promoted through active social dialogue, consensus mechanisms, and research and training.

Numerous studies have demonstrated that when experimenting stress continuously, people become less creative and less productive; bad decision are made, and engagement with the organization is eventually lost (Maslach & Leiter, 2008). When this happens, businesses risk their competitiveness (Peterson & Wilson, 2002).

A Higher Education Institution (HEI) was selected for the analysis, since there are very few studies that have been performed in the area of education (Van Straaten, du Plessis & van Tonder, 2016), particularly in relation to the wellbeing of employees (faculty and administrative); and, with no studies of the kind found in Mexico, an interesting area of research has been identified.

UPAEP is a HEI in which the promotion of human dignity, freedom, solidarity, subsidiarity, congruence, respect, love, and justice are the leading values. The institution strongly believes that the support for successful organizations are the people and the organizational climate (Glisson, 2015); that in a supportive environment workers feel better and are healthier, and that this leads to reduced absenteeism, increased motivation, more productivity, less turnover, a more positive image, and a consistent corporate social responsibility (Berry et al, 2010). In correspondence with these values, UPAEP has developed numerous initiatives oriented towards the consolidation of a healthy organizational culture that increases awareness among collaborators to prevent health risk factors through the practice of healthy habits and a variety of activities that contribute to the improvement of their quality of life.

The “Transform your health” program (*Transforma tu salud*) has been designed to transform the health of all collaborators through healthy habit formation in a prevention culture that will result in better work performance. The objective is to promote a culture of prevention and conscience among collaborators to reduce health risk factors through holistic practices and activities that contribute to the improvement of their quality of life (Ortiz, 2018). It is an integral flexible and friendly program that offers a wide variety of activities, including medical evaluation twice a year, lab tests on cholesterol, glucose and triglycerides, nutritionist evaluation, physiotherapy and dental care.

Evaluation makes it possible to collect data about participants, who establish a personal goal to improve their health and select from different activities that they would like to engage in, in order to achieve their goals. Every activity they participate in adds points, and every year a prize is awarded to the person who took better care of his/ her own health. The program offers a variety of activities that are related to sports, entertainment, emotional support, and preventive health.

APPRECIATIVE INQUIRY (AI)

Appreciative Inquiry (AI) can be analyzed from two different approaches: the first is the AI paradigm in itself, or the principles and theories behind a strength-based change approach; and, the second, AI methodologies and initiatives, or the specific techniques and operational steps that are used to bring about positive change (Cooperrider & Associates, 2019.)

It is a form of action research that originated in the United States in the mid-1980s, with the works of David Cooperrider and his colleagues in Western Reserve University (Cooperrider, et.al. 2005; Varona, 2007; Losada, 2013; Bello, 2010; Bushe, 2012). AI studies the positive attributes of organizations to create new conversations among people as they work together for organizational change (Serrat, 2008). It is a process of collaborative search centered on the positive core of the organization: its competences, skills, talents and best practices (Cooperrider, 2005). Furthermore, Preskill & Tzavaras Catsambas (2006:1) have defined AI as a group-process that inquires into, identifies, and further develops the best of “what is” in organizations in order to create a better future. It is a knowledge philosophy, a change methodology and a leadership method; a worldview that builds on action research, organizational learning, and organizational change (Trajkovski, Schmied, Vickers, & Jackson, 2013), shifting the focus from a problem-based research paradigm to a positive theory of inquiry based on future possibilities and performance (Koster & Lemelin 2009).

Serrat (2008) has suggested that AI is based on the ideas that organizations are not machines but rather a social reality which is co-constructed, and that the important organizational processes of communicating, decision making, and managing conflict, hinge on how the people involved make meaning out of their interactions.

It is an invitation toward the development of a positive revolution that begins within oneself and that makes it possible to establish a new way of being and acting. It employs the concepts of positive psychology to engage and encourage strengths and overcome weaknesses (Kowlasky, 2008). It is a proposal to establish an organizational culture in which knowledge is created, shared and implemented in an intentional, active and disciplined manner; a methodology to promote social change, in which theory, practice and intervention converge (Varona, 2007).

AI reflects the way in which people inquire together into the infinite potentials and varieties of human organizing, co-constructing the conversation, analyzing the ways in which it is done, and the realities that emerge from it, both individually and collectively (Fitzgerald, Oliver, & Hoxsey, 2010). It has a transformational nature, based on the changes in the identity of a system and the qualitative changes in the state of that system, with observable outcomes including the development of new knowledge, models and /or theories, and which results in a generative metaphor that compels new action (Bushe & Kassam, 2005).

Appreciative Inquiry aligns with critical social theory, therefore supporting an egalitarian form of open dialogue, empowering practitioners to become change agents and to explore innovative practice (Hung et al., 2018); it has been claimed to have numerous applications, such as coaching and mentoring, positive culture change, and service delivery in education, health and the social services (McAllister & Luckcock, 2009). It uses different tools and techniques, including storytelling (Richards, 2016).

The starting point and the basis of AI is the human ability and potential to learn; it aims at stimulating the organizational and teams capability to collaborate, imagine, discover and promote innovation, with an emphasis that does not rely too much on the identification, diagnosis and solution to problems, difficulties and on what the organization lack, but more on the positive: the qualities and strengths of the system, living experiences of excellence as described by its members, the discovery and the development of hidden possibilities, and positive change (Losada, 2013; Varona, 2007; Bello, 2010).

AI facilitates connectedness, promotes resilience, and contributes to professional identity formation in an authentic environment (Butani & Plant, 2016). It has been used in a diversity of sectors and activities; and has been analyzed for career development, decision making and for understanding the realities of the workforce (Schutt, 2018) to develop employees public speaking skills (Mehta, 2018); to cultivate change in higher education (Filolt & Lander, 2013); for responsible evaluation (Haar & Hoskin, 2004); research practice development (Hung, 2017); service learning courses (Jones-Eversley, Harnekhall & Vejar, 2018); collaborative research (Lundgren & Jansson, 2016); to manage different generations (Ohmer, Barclay & Mekel, 2018); and even, professional use of social media (Pereira, Winningham, Moreau, Scherbino & Jalali, 2015).

With regards to health improvement and health care environments (Fitzpatrick, 2016), including care in home setting (Dewar & MacBride, 2017), the AI approach has been used to develop weight management programs for children (Teevale & Kaholokula, 2018); for stress management (Ravalier, McVicar, & Munn-Giddings, 2018); to bridge research and practice in hospital settings (Hung, Phinney, Chaudhury, Rodney, Tabamo, & Bohl, 2018); to improve medical education (Sandars, & Murdoch-Eaton, 2017); healthcare education and training (Rider, Comeau, Troug, Boyer & Meyer, 2019); and in nurse educator's exam practices (O'Rae, Hnatyshyn, Beck, Mannion, & Patel, 2018), among others.

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Appreciative inquiry has been randomly analyzed in Higher Education Institutions (HEIs): Van Straaten, Du Pleissis & van Tonder (2016) have suggested that limited studies have been done on the wellbeing of staff at HEIs. In British universities it has been used to incorporate solidarity to mitigate marginalized young people (Inchley, Dar, Pujara & Baker, 2019). It has also been used in order to determine the motives for teacher migration in Africa (Hlalele & Mashiya, 2019), and to understand the connection between teaching practices and students wellbeing in Canada (Lane, Teng, Barnes, Moore, Smith & Lee, 2018).

In HEIs across the world, emphasis has been placed on teaching practices for humanizing and expanding education networks (Rogers, 2019) and to support students' wellbeing (Lane, Teng, Barnes, Moore, Smith & Lee, 2018); tending to disabled students' needs (Dent, 2019); improving management education for future managers in business schools (Peterin & Gravin Pranicevic, 2019); developing business school graduates attributes for future employment (Allen & Simpson, 2019); analyzing burn-out in medical school students (Bitran, Zuñiga, Pedrals, Echeverría, Vergara, Rigotti & Puscher, 2019); providing community support (Scmied, Burns & Shehan, 2019), and supporting staff in various factors related to their wellbeing (Field & Buitendach, 2011).

Stages of AI

The model most associated to AI had an interesting evolution. It is based on the assumptions that ways of organizing are limited only by human imagination and the agreements people make with each other. It seeks to create processes of inquiry that will result in better, more effective, convivial, sustainable, and vital social systems (Kessler, 2013).

The original method, developed by Cooperrider & Srivastva (1987), was based on four principles, and called for a collective discovery process using grounded observations to identify: the best of what is; vision and logic to identify ideals of what might be; collaborative dialogue and choice to achieve consent about what should be; and, collective experimentation to discover what can be. In 1995, the notions of Dream and Destiny were introduced, and, in 1997, the Design and the Delivery phases were added (Bushe, 2012).

AI supposes the application of a process that is both rigorous and flexible, and is based on forum stages as shown in Table 1. The first one is about the DISCOVERY of the things that give life to an organization. The second, DREAM, is about what the organization might be; the third, DESIGN, is what

Table 1. Stages in the process of AI

Stage	Goals	Tasks
1. Discover	Identifying what gives life to the organization appreciating and valuing what is best of what is or has been	Conduct appreciative interviews.
2. Dream	Envisioning 'what might be', affirmative exploration	Formulating aspirational declarations (the dream-the vision)
3. Design	Co-constructing 'what should be', the ideal	Formulating provocative propositions (the design of a new organization)
4. Destiny	Sustaining what will be, envisioned future	Define, plan and execute the programs that will make the dream come true- the vision

should be, and the fourth is DESTINY, sustaining what should be the envisioned future (Cooperrider & Whitney, 2005).

Authors such as Mohr (2018); Cooperrider, et.al. (2003, 2005); and Varona (2007) suggest that there is a fifth D, that of Definition, because it establishes the initial focus and scope of the inquiry.

The four stages are described as follows:

- **DISCOVER:** In this stage, all the factors that give life to an organization and the best that the organization has with regards to the topic chosen from the intervention are explored. It is about discovering what people value, expect and desire based on the chosen topic, and identifying the positives within the organization. The method used to discover what an organization has is the Appreciative Interview. This type of inquiry supposes the art of making appreciative questions that stimulate the positive potential that exist in people and in organizations. The appreciative interview is the heart of AI.
- **DREAM:** This stage is about identifying what could be. It invites participants to be creative, and to think beyond the boundaries of past processes and experiences. This is a practical stage, as it is supported on what already exists, and it is also generative, since it expands the organization's potential by creating something new and improved. The realization of this stage should generate collaborative energy and enthusiasm among participants. Furthermore, the power of imagining what is required in this stage is a competency, a gift which is not easy to obtain but which can be developed through practice, specifically when collaborating in teams: It is all about what might be.
- **DESIGN:** In this stage the ideal organization is designed in relation with the world that surrounds it. It is about finding the preferred future, whose design is based on the discovery of positive components and shared dreams; it is based on answering the question: How would our organization be if we designed it in a way in which it could achieve all possibilities and help speed the realization of our dreams? In this stage the goal is to identify the elements (factors) of organizational culture (values, beliefs, rites, etc.), and the elements (factors) of organizational infrastructure (practices, systems, structures, policies, etc.) that support the cultural factors needed to build the dream. The identification of these cultural and structural elements is based on the aspirational declarations that were formulated on the earlier dream stage. The pillars for the construction of the dream emerge from these aspiration propositions that constitute the vision of what is expected based on the selected topic. Once the pillars have been defined, provocative propositions need to be formulated. These propositions integrate the elements (factors) of culture and organizational infrastructure that are essential to make the dream come true.
- **DESTINY:** The goal in this stage is to ensure that the dream can be realized by identifying and planning the programs (projects) and the type of actions (methods) that need to be deployed to implement the provocative propositions from the last stage. In this stage, the underlying question is which programs need to be implemented to ensure that the organization executes and maintains provocative propositions? It relates to the empowering of the creativity inherent in the individuals within the organization to achieve that which has been designed based on positive change.

Finally, the team responsible for the execution, accompaniment and evaluation of the programs is appointed. The plan to communicate the process to the organization and the results of AI is defined. According to Varona (2007), the success of the four-stage process relies on certain essential elements which constitute the spirit and soul that give life to a process that includes a genuine desire to change

and improve; participation and commitment of all members; creating a narrative-rich communication; establishing a discipline culture; creating a new knowledge of excellence, and developing appreciative intelligence and perseverance.

AI does not go on without problems or limitations. Oliver (2005) has suggested that a common concern is that a focus on positive stories and experiences during the discovery phase will invalidate the negative organizational experiences of participants and repress important and meaningful conversations that need to take place (Bushe, 2012). Furthermore, Pratt (2002) identified limitations in asking participants to inquire appreciatively in systems with unexpressed resentments, something that might invalidate AI.

ORGANIZATIONAL HEALTH AND WELLBEING

Emotional tiredness, or burnout (Gunderman, 2019) derived from stress, generates a series of negative consequences to the physical psychological working and social-familiar health (Amutio, et.al., 2008). Employees are frequently sick, are less motivated, have a low performance, and there is a high possibility that they abandon their jobs. Besides, organizations with these conditions have low expectations of success in competitive markets (Calderón, et.al., 2017; World Health Organization, 2004). Facing these circumstances, organizational wellbeing acquires relevance for organizations as it has been shown that there is a direct correlation between job satisfaction and the continuous search for better conditions that improve organizational life quality. (Calderón, et.al., 2003).

Organizational wellbeing results from a process in which the individual evaluates the balance between expectations and achievements in his work, as well as the balance between expectations and achievements in his personal life and other contexts (Clark, Oswald & Warr, 1996 in Calderón, et.al., 2017).

The concept of wellbeing has been developing and adapting to new organizational dynamics that have emerged. In the 70s, this concept was associated with the notion of Quality of Work Life (QWL) (Bedoya, et.al., 2016).

QWL refers to the positive or negative character of a working environment. It is aimed to create an excellent environment for employees and to contribute to the organization's economic health (Guízar, 2008; Sirgy, et.al., 2001; Igbaria, et.al., 1994; Subbarayalu, & AI Kuwuaiti, 2019).

Workers are able to become better citizens through adequate work supervision, challenging jobs, harmonious organizational climate, holistic development, work enrichment, acknowledgement, recognition, through developing new skills, through reduction of organizational stress, and by establishing more cooperative relations (Guízar, 2008).

The notion of organizational wellbeing and QWL have become relevant study topics in numerous areas of science in which the most recurrent concepts have been related to management, public environmental occupational health, business, psychology, nursing, industrial relations labor, social sciences, sociology, computer science and information systems, social work, education, ethics, environmental, among others (Web of Science, 2019).

An organization's health includes all factors within an organization that encourage a healthy workforce. Health of organizations improves when cared for, and deteriorates when ignored, thus signifying the importance of employees' well-being for business profitability (De Smet, Loch & Schaninger, 2007).

Healthy organization and healthy business create positive attitudes inside organizations. These organizations have the right balance between their particular situation, sector and culture, and place importance on wellbeing and sustainability. A healthy organization can be defined as being characterized by

intentional, systematic, and collaborative efforts to maximize employee well-being and productivity by providing well-designed and meaningful jobs, a supportive social–organizational environment, and accessible and equitable opportunities for career and work–life enhancement (Wilson, DeJoy, Vandenberg, Richardson, & McGrath, 2004).

Different aspects of employees work life, including productivity, performance, job satisfaction and organizational commitment, are influenced by various factors related to their well-being comprising work stress, degree of job control by individual employees, conflict between work and life, and lack of organizational support (Halpern, 2005). Weiss & Cropanzano (1996) have suggested that employee wellbeing is related to specific outcomes such as a decision to remain in the job or resign, absenteeism, distress, job satisfaction and others.

According to Cartwright & Cooper, (2009), the success of an organization is invariably judged on the basis of its financial performance and its ability to provide high-quality goods and services over time. In a changing internal and external environment, the financial health of an organization is increasingly dependent on the extent to which an organization and its members are able to transform and adapt to these changing circumstances more effectively than their competitors. Physical health and well-being are determined by a range of social, psychological, and biological factors and are conceptualized as resources that allow people to lead individually, socially, and economically productive lives.

Health has been identified as a key driver of socio-economic progress internationally (Houtman & Jettinghoff 2007) highlighting the link between the health of individual workers and the overall performance of an organization. The creation of healthy work environments is an ethical imperative of corporate responsibility: treat employees with respect, avoiding harm, and developing their health potential, is doing the right thing, which results in increased productivity and effectiveness (Ibermutuamur, 2014).

The American College of Occupational and Environmental Medicine (ACOEM, 2019) argues that labor welfare programs not only have a positive impact on productivity for its ability to reduce damage from work and to improve the worker's health, but also favor the optimization of technical and medical resources related to health management in a company

Understanding the socio-cultural element in an organization is a responsibility of the people in charge of managing them (Calderón, & Murillo & Torres 2003), since it implies understanding the relationship of the persons with the organization, their attitudes, expectations and aspirations.

The theme of well-being in the working environment can be observed from a particular point of view, stemming from which well-being itself is recognizable as the result of interaction between the characteristics of the individual and those of the working context, contrary to the assumption that well-being in the workplace depends exclusively on external conditions in terms of the working and organizational environment within which the individual operates (Burke, 1993; Lawson, Noblet, & Rodwell, 2009).

As a consequence of globalization, workers today experience greater job insecurity as well as the negative effects of the introduction of information technology, such as long hours of work at visual display terminals, something that can be detrimental to their health. Robots and other computer-assisted technologies taking over tasks previously performed by human beings add to workers' concern about the future of jobs and wages. Both the psychological and physical well-being of workers are thus under threat. The instability and insecurity in today's world of work calls for the promotion of healthy organizations and healthy businesses as part of a primary prevention approach (Kenny & Hage, 2009; Di Fabio & Kenny, 2015, 2016). A major challenge in the 21st century is to create healthier societies by promoting healthy organizations (Di Fabio, 2017, Di Fabio et.al., 2016).

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In healthy organizations, culture, climate, and good practices create an environment that can promote employee health and safety as well as organizational effectiveness (Lowe, 2010). From a positive psychology point of view, the four factors in a healthy organization that need to be considered are the individual, the group, the organization, and inter-organizational processes.

A positive primary preventive approach (Di Fabio & Kenny, 2016; Di Fabio et al., 2016) can be fostered in organizational contexts based on efforts to increase employees' resources (Seligman, 2002; Di Fabio et al., 2014, 2016). Primary prevention (Caplan, 1964) stresses the importance of preventing the development of a problem before it starts and of promoting psychological well-being. The focus is thus on building the strengths of employees/workers.

The World Health Organization (2017) has suggested that health is a state of complete physical, mental, spiritual and social well-being. Healthy employees tend to lead a happy and productive life; they can be characterized as vigorous, flourishing, robust, thriving, resilient, and fit (Raya, & Panneerselvam, 2013). A healthy organization leads to a healthy and successful business (De Smet, Loch & Schaninger, 2007). Interest in healthy work organization has grown substantially in the last decades, especially in defining the basic aspects of healthy work organization and the assessment of organizational activities and policies that have an influence on occupational safety and health issues (Shannon, Robson & Sale 2001). Burnout syndrome and stress are among the most common topics (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

Healthy organizations need to create the right balance in their particular situation, sector, and culture, highlighting the importance of well-being and sustainability (Di Fabio, 2017). Adkins, Quick & Moe, (2000) have proposed four guiding principles of organizational health:

- 1) Health exists on a continuum from mortality to vibrant well-being. It is a continuous quest to promote positive health outcomes.
- 2) Organizational health is not an obtainable state. Constant attention, evaluation, and action are needed to maintain a healthy workplace.
- 3) Organizational health is the result of interconnections between multiple factors, and it can only be achieved if all of its parts are free from disease.
- 4) Organizational health relies on fulfilling relationships; therefore, communication, collaboration, and relationship-building are essential.

Healthy organizations are based on different factors. Henry (2005) suggests there are four, the individual, the group, the organization and interorganizational processes. The individual factor includes improvements in psychological health, job enrichment, employment motivation, and feedback, resulting in increased participation; the group factor in a healthy organization is based on the respect for its members, taking time to listen to their views, tolerating different styles and aims for win-win situations. The focus is on team building, group training and positive interactions; the organizational factor includes openness to challenges on making the organization a more efficient and happy place to work with an open culture; and an additional factor, as suggested by Di Fabio (2017), is the inter-organizational factor, which is based on relations established with other organizations: partnerships, networking and community involvement.

APPRECIATIVE INQUIRY FOR HEALTH IMPROVEMENT AT UPAEP

At the UPAEP, the Organizational Wellbeing Department aims to create a healthy and productive working environment, to promote the physical, mental, emotional, and spiritual health of employees and their families, as well as to increase the sense of belonging to the institution.

Through the years, numerous programs and activities have been developed to improve the wellbeing of employees. The interest in analyzing how to improve the health and wellbeing at UPAEP started back in 2011. Before the first challenges were identified, the university, and particularly Organizational Wellbeing Department, conducted different inquiries. There was interest in promoting better health habits for all members. It was defined that health and personal transformation should be the topic that would lead all efforts for the future. The main objective was to create a health oriented culture that would result in positive effects in commitment to the organization and also in increased productivity.

The first efforts towards a comprehensive health and wellbeing program resulted in a project called *A Challenge for your health*, in 2014. It was a pilot program to encourage members to participate in different physical activities offered at the university.

From 2015 to 2018, three events were held and the name of the program was changed to *Health Challenges*. These initiatives were developed as specific health-improvement projects by the Organizational Wellbeing Department in collaboration with different areas and departments in the university, including Nutrition, Psychology, Medicine, Physiotherapy, Nursing, Odontology, Arts, Physical education and sports, Training and human development, Internal communication, Innovation and development, IT, and the integral health and odontology clinics, in order to develop a program that could be the driver of a prevention and health culture in the university community (UPAEP, 2018b).

The program was developed as a team challenge. Teams of ten members had to be created by the participants, with the additional goal to promote team integration and closer relationships among peers. The problems this program encountered was that the objectives and goals of the members in a given team were not completely aligned and there were also some teams in which all participants were high level athletes, something that created disparity between teams, this left certain groups feeling they were at a disadvantage, and, as a result, the interest and commitment were lost. The efforts led to increasing consciousness about the importance of taking care on one health and how this affects not only our work, but in general the life of each member (UPAEP 2019).

During the three team-based health challenges, the activities offered to all participants were divided as follows: 53% physical activities, 22% emotional health, 15% prevention, 6% nutrition, and 4% family health.

In an attempt to improve the program and to create “something” that would suit personal and organizational objectives, the department decided to conduct a session of AI in order to obtain vital information about what people desire and to identify best practices of the previous projects. The topic of transforming the health of all organizational members was the constant, based on the idea of creating and sustaining a health culture.

With this in mind, the AI inquiry started with the **Discovery stage** looking into the past of the organization and the programs directed to improve personal health and wellbeing. Groups coming from different areas were invited to participate in different sessions. There were focus groups and also individual inquiries which helped collect numerous personal stories about their pathways to improve their health. The participants were divided in groups of 6-8 members. The facilitator introduced the topic, explaining how the groups should proceed, and asked for volunteers in each group to become the reporters.

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Each reporter would capture memorable personal stories, quotes, provocative propositions, and all the information about each member's participation.

During the three sessions that were held, the facilitators explained the ground rules for AI, describing the participation required from all members. They were told that they were in a safe space in which all ideas were equally valued and needed to create a general perspective. Rules about respecting others when speaking and about respecting assigned times were also explained. Everyone was asked to keep an open mind.

Questions were launched in a positive manner, and they were done focusing on personal experiences. The questions that started the discussion were the following:

- What are the fundamental factors that give life to the health challenge in the organization and which the organization cannot do without?
- Describe the experience of the health challenge programs in which you felt proud of yourself.
- What do you value the most from the offerings of health and wellbeing promotion at work? Why?
- What are your favorite activities from the health challenge offering?
- What times do you find to be more suitable for activities that will help improve your health and wellbeing?

For the second stage, **Dream**, participants were asked to review the positive core, the best practices, ideas, opinions, and experiences from the last stage, and with that information the group started to build new ideas and the dream of what the ideal health and wellbeing program would be like. Questions addressed the way in which the members expected the program to be for the future, the things it should include or not, whether it should cost, and the time frame for the activities, among other topics.

The most important response towards improving the health challenge was to modify it making it an individual project so that the main problems of not being able to align multiple objectives could be eliminated. Numerous proposals were made about additional activities that could be included: The challenge should go digital; people should be allowed to do certain activities from home; family should also be included; changes in the prizes and awards, including having days off for the winners; activities should be done during work schedule; spaces and furniture should be improved, better equipment was needed, services for those with a specific handicap should also be offered; better offering of healthy food and beverage choices; sportswear and uniforms should be provided free of charge.

For the third stage, **Design**, the university's mission, vision and values were considered, as well as the organizational culture and particular practices. At UPAEP, the person is at the center of all its activities. The institution is committed to their employees' wellbeing. Rules and regulations were considered along with the Institutional Development Plan. The groups were asked to determine the way in which their dream would be directly related to the institutional goals, specifically related to social responsibility and family responsibility. The Organizational Wellbeing Department has as a main objective that employees are in good physical, mental, emotional and spiritual health, and that they are able to obtain personal and family satisfiers, promoting the sense of belonging to the institution.

In the institutional Visions towards its 50th anniversary, it is clearly stated: "We are a fraternal community, congruent, happy and committed" [...]. "That contributes to transformation of society through congruent proposals oriented towards the common good" (UPAEP, 2019). The steering committee statement also considers these aspects: "We envision our institution as a community of people and for the people, as a meeting space, happy, alive and profound" (UPAEP 2017).

The fourth stage, **Deliver**, included other ways in which the design process was integrated, and the best practices that were identified. With the collected information, the program was changed completely, even its name. It became the Transform Your Health program. It is now based on individual goals, and each person competes against oneself, creating achievable objectives and reporting the progress every stage of the way.

A digital platform was created for this purpose, and participants register their personal data and goals, and every achievement, course, and activity they take part in. There is a space where members can upload pictures and other evidences. The web page includes information regarding total points, the general place with regards to all participants, and medical evaluation with a three-level scale, represented by red, yellow and green, which stand for not acceptable, regular and good.

Personal data and vital signs include lab results, physical activities, work activities, entertainment, and dental services. The nutritional evaluation includes weight, body mass index, overall body fat percentage, abdominal perimeter and other observations. The physiotherapy evaluation includes work activities, posture and time in each posture, exercise, posture alteration, flexibility, movement, strength and others.

The digital platform also includes a calendar of activities, both physical and recreational, workshops and other, so that members can select what they want according to their schedule. Every activity is controlled and accounted for. There is also a section of health and wellbeing related news.

The goal is to transform the health of all organization members through the development of habits, establishing a culture of health and prevention that will resonate and positively impact the collaborators' work performance through an integral flexible and friendly program.

The program ended up being developed in three distinct stages:

- **Diagnosis:** It included a scientifically proven methodology developed by the medical academia comprising medical evaluation, screening and testing, individual and corporate health profiles, and the 360° health evaluation; communication strategies and risk groups management.
- **Evaluation:** Based on specific items such as sinistrality, productivity, absenteeism, disabilities, morbidity; risk management including health, nutrition, psychological and sporting support.
- **Preventive and Corrective Measures:** Medical support for risk groups; physical activation and active pauses; conferences and short courses on risk prevention; ergonomics.

PROGRAM RULES AND REGULATIONS

Based on the results from the AI, a robust program was developed based on the following rules and regulations:

1. General Aspects

The Organizational Wellbeing Department offers all employees a program based on the individual; it is permanent and it offers annual recognition to acknowledge the members who have been able to transform their life through healthy habits.

Members are required to register through the employees' website on specific dates that are made public in advance. Different activities are offered, including medical evaluation, health campaigns, workshops, conferences, and physical activities, all of which are offered on campus.

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Members who register to the program must pay a very low annual fee, according to their type of working contract:

- Full time \$200.00 Mexican pesos (around \$12 USD)
- APL: \$200.00 Mexican pesos (around \$12 USD)
- Professors on an hourly rate: \$212.00 Mexican pesos (around 13 USD)
- Security and management personnel: \$150.00 Mexican pesos (around 8 USD)

Payments are discounted directly from the payroll in three different installments throughout the year.

With this payment, participants are entitled to a medical scan at the beginning of the program, and another one by the end of the year, every year. The medical scan includes blood samples to identify cholesterol, glucose and triglycerides levels, as well as medical appointments to obtain data that will allow the identification of those who can be recognized as winners of the challenge, based on the improvement on their health (this includes weight loss, exercise, general physical activity, healthy habits). Awards are conferred in September of each year, and recognition is public to increase motivation and interest in the program. Each person establishes his/her own personal challenges: either losing weight, becoming fit, decreasing levels of bad cholesterol and blood sugar, exercise more, reduce or stop smoking, and others.

Participants can also participate in physical activities that are not offered on campus. All they need to do is register them and upload pictures and information about them in their personal profile. Other activities also include cultural events, arts and crafts training, and sports events, both in house and external. Sports offered in house include swimming, track and field, weight lifting, box, dance, cycling, and others.

All the activities included in the program are validated through the Integral Personal Development Plan (IPDP), which is part of the electronic personnel file where all training and development activities in which employees participate are registered and for which they obtain points to increase their salary level. At the beginning of the program each member must sign his agreement with the rules and regulations, and must check the participation list every time he participates in the activities offered in-house.

2. Program Dynamics

The participant earns points according to his participation. Participants increase their points as they take part in different activities related to the program. Registration for the activities is done through the institutional platform. There is an additional section of the platform for external activities in which evidences such as photographs need to be uploaded.

The activities are graded based on the following points (Table 2).

On the web page and the app, participants can verify their overall points at any given time.

Participation in medial scans is mandatory.

The procedure for awards and recognitions is the following:

- The five men and five women with the highest points will receive:
 - 1° Place: \$5,000 in electronic money plus a gift.
 - 2° Place: \$3,000 in electronic money plus a gift.
 - 3° Place \$2500 in electronic money plus a gift.
 - 4° Place: \$2000 in electronic money plus a gift.

Table 2 Activity points

Type of activity	Points
Clinical questionnaire and medical scan	100
Work stress test	100
Conferences	5
Workshop	5
Physical activities	10
External activities	5

Source: (UPAEP, 2018a)

- 5° Place \$1500 in electronic money plus a gift.

3. Program Operation

Once the information has been uploaded into the system, the privacy statement needs to be signed by all participants. The medical questionnaire needs to be filled. All participants need to attend a first medical consultation for initial diagnosis. By completing these requirements participants are awarded 100 points.

Blood work for cholesterol glucose and triglycerides is performed on the university clinics during a two week period. The medical consultation takes around an hour and a half. Blood tests are reviewed and the participants go through full medial consultation that includes nutrition, physiotherapy and dental evaluation.

Participants are able to register on line to all the physical, cultural, information, social and other activities of their choice throughout the year. Points are awarded for their participation.

PROGRAM EVALUATION

The challenge was integrated by internal and external activities, medical evaluations, hospital memberships, healthy habits and prizes. All the information about the program has been collected on the digital platform and can be accessed by participants through their medical file. In order to participate in conferences and short courses, members register selecting each activity in the platform, and each activity will be validated by assistance.

Pictures of external activities that are uploaded should show the participant performing moderate or intense activities. The context in which the activity was performed should be visible. The number of kilometers and or calories burned should also be uploaded with a picture.

Official apps for the program are Endomondo and Nike +Run Club.

Initial Results From the Checkup

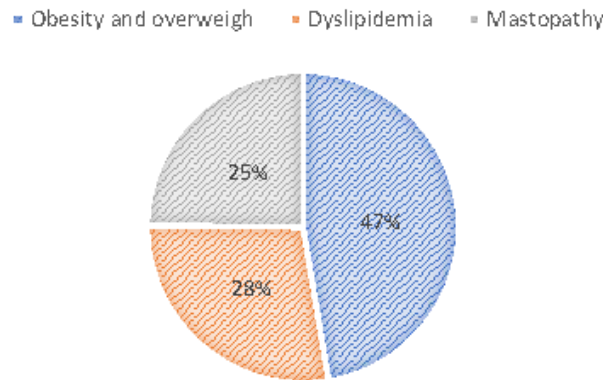
Different studies were conducted to evaluate the success of each program. In 2018

The most prevalent health problems that were detected among employees were:

As can be observed, obesity and overweight were the prevalent illnesses among the participants.

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Figure 1. Main illnesses among participants



A pilot test was conducted with 107 collaborators, out of a total of 543 representing almost 20% of all participants. Participation in the pilot test was completely voluntary. They were asked about the activities that they enjoyed the most about the challenge. Participants could choose as many activities as they wanted. The results were the following:

They were also asked about the activities they would rather have for the next challenge

The chosen activities were the following:

Continuous activities:

- Dance classes
- Zumba
- Varicose veins prevention
- Insanity classes
- Just Dance
- Relaxing massages
- Taiichi & Yoga

Programmed activities

- Wine and cheese bio functionality workshop
- Cycling as a family

Table 3. Activities that were enjoyed by participants

Activity	Percentage
Relaxing massages	57.9%
Dance	48.6%
Zumba	43.0%
Nutrition courses	42.1%
Food Workshops	38.3%
Talks	38.3%
Insanity	31.8%

- Physical activation day
- Hiking
- Eye and visual health
- Courses such as:
 - Learning to interpret food labels
 - Emotions and food
- Informative meetings about the benefits of hospital membership

Coaching activities

- Online course about the 12 dimensions of human beings (follow-up)

Based on these results, the specific objectives of future programs were to offer all participants a medical examination so that they would understand their integral health state, by:

- Promoting balanced weight
- Developing physical activities
- Achieving adequate stress management

In terms of areas involved, the Faculty of Nutrition Sciences provided evaluations of height, weight, body mass index and other. The Medicine faculty was in charge of the interpretation of results. The CUME supported the program with blood pressure tastings. The Psychology faculty measured participants stress. The Department of Sports and Physical education provided the spaces and coaching for sports activities.

Overweight and obesity were the most relevant problems identified. In order to provide help for people who have a high body mass index according to the Mexican Health Ministry, they were invited to have a personalized follow-up for 8 continuous months where they also participated in additional activities such as nutritionist and psychological follow-up and support groups.

This group also receives incentives like a nutritionally balanced breakfast, sports T shirts and sweat-shirts, bascule spa days, tickets for the movies and others. The winner was the person who reached his health goal and maintained his new weight throughout the follow-up. This subprogram offered as prize a trip to any destination within the Mexican Republic.

Because stress was also a recurrent problem, the program offered different activities including Taiichi and yoga, stress management workshops, massages, and activities to target specific conditions.

The UPAEP has numerous bachelors and postgraduate degrees on health sciences. In March 2018, it inaugurated the Integral Health Center to provide a response to the demands of both students and personnel. This center is part of the social pertinence projects of the university. The center joins numerous clinics, labs and spaces for health and wellbeing in over 4000 square meters that promote interdisciplinary work. The center is based on a University medical clinic that offers medical consultations in general medicine, and specialties such as gynecology, neurology, orthopedics, internal medicine, pediatrics, psychiatry, gastroenterology and others. Other services include labs, medical certificates and medical examinations. It also has a center for psychological, educational and family development, a center for family attentions that provides different types of therapies, a physiotherapy clinic, and a nutrition clinic, among others. As part of the design stage, the members discussed the way in which different university resources can be used for health promotion programs for employees.

LIMITATIONS AND RECOMMENDATIONS

The study had numerous limitations:

- The study was conducted in a single HEI in Puebla Mexico.
- Participation was strictly voluntary; therefore, the group which was studied was limited.
- The Transform Your Health program offered limited services.
- Collected data on other aspects of the program has not yet been made available.

Additional studies should be conducted in other HEIs that have established Appreciative Inquiry to improve employees' health and wellbeing.

At UPAEP, other complementary studies have been planned in order to obtain the perspectives of all participants regarding the way in which Appreciative Inquiry helped improve the Transform your Health program. Once the complete data on the program is made available, different studies can be conducted.

CONCLUSION

As an educational institution, the UPAEP is convinced that a good quality of life is the essence of a successful community. This was the reason behind the creation of the Health Challenge and the Transform your Health programs, created to improve the members health and also to promote a more vibrant and fun working environment. In 2018, a new official norm regarding organizational wellbeing was developed, which will become mandatory. The NOM 035: Psychosocial risk factors in the workplace, is based on the identification, analysis and prevention of different types of risks, creating favorable working environments.

UPAEP strongly believes that a successful business is the result of the people who work in it and its organizational culture. When workers are in a supportive environment, they feel better and are healthier, which leads to lower absenteeism, higher motivation, more productivity, less employee turnover, a more positive image and a consistent social corporate responsibility (UPAEP 2018a).

Appreciative inquiry shifts the focus from problems to be fixed to celebrations of successes while acknowledging the power of dialogue. It helps forge new approaches to human resource issues that will be accepted by staff and lead to positive change.

The UPAEP is a good example of the benefits that using AI in promoting an organizational health program can bring. It facilitated an improvement in the members' lifestyle and health state; the organizational climate and the sense of belonging, increasing satisfaction and commitment. In the 2018-2019 schoolyear, from a total of 1983 employees, 557 participants were registered in the program.

The analysis of all the medical evaluations is still ongoing, and future research will include theses analysis. Additionally, the university has been applying AI in other areas to improve quality of life at work.

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Chapter 5

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach for Organizational Transformation: The Indian Context

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ABSTRACT

Knowledge management itself is a complex activity related to building organizational capabilities to integrate various forms of interactive technology with critical social, cultural, and organizational issues of knowledge workers. This becomes the core of all aspects of KM—knowledge creation, sharing, transformation, and retention—in the organization. Development of an effective KM strategy via adopting the appreciative inquiry approach can decide on the future of the robustness of organizations, organizational transformation, and eventually enhances the scope of competitive advantage. This chapter will incorporate the tenets of KM and ancillary practices, theory of organizations, though the lens of appreciative inquiry approach and the way an organization's structural transformation can be influenced by strategic management of knowledge within the organization. It will concurrently demonstrate the index of strategic influence within the overall organizational network.

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INTRODUCTION

One fine morning when the resplendent sun seemed to kiss the zenith of our existence, we decided to visit ABC Limited and understand their knowledge management strategy and practices (KMS & P) to the core. We were convinced enough to explore them in the best possible manner and found out that ABC limited is running at an unwarranted loss! At the same time, they were jolted when Mr. Rastogi, the regional sales manager, had put in his papers and was absolutely prepared to quit the company! Were we supposed to be disappointed by this chain of events? Let's delve deeper into the context and decipher the available undercurrents, albeit related to their KMS & P.

ABC limited is engaged as a channel partner (sales and service) of a highly revered MNC based out of India and deals in high-end and advanced scientific instruments (sale and distribution). Their notable clients include R&D laboratories of national importance, universities, institutional research facilities and other industrial research centers across the Indian sub-continent. Mr. Rastogi was the key person in ABC who earned them significant business returns, primarily in the eastern part of the country. This became possible as he was in direct contact with the largest chunk of ABC's clientele. Being exceptionally shrewd and as high-performer, he understood the nitty-gritty's of each product that he handled, had excellent marketing capabilities and interpersonal adeptness. He was also very popular within the team as he always helped others to perform by going beyond their comfort zones. This kind of success was credited to the top-level executives for getting the orders without much difficulty. The corporate bliss was expressed through rewarding and recognizing the contributions of those top-level executives. However, the career advancement program at the middle level was not adequately structured. Rewarding the right talent was also ambiguous. Overall, there was no incentive system in place. The company was too satisfied with and complacent about the degree of loyalty shown by Mr. Rastogi— he had been working with them for 12 long years until now. Honestly, ABC limited was shell-shocked when they received that dreaded resignation letter and fell hook, line and sinker for the same! They tried really hard to retain him, but the person joined one of their competitors when he was offered a lucrative job-role with higher compensation and more benefits. So, what went wrong here with the company ABC Limited?

Had it not been great if the organization could have developed a culture of sharing core values throughout the organization?

Talent is the multiplier. The more energy and attention you invest in it, the greater the yield- (Marcus & Curt, 1999)

Organizations are generally casual about discovering the individual competencies of the employees, and also a dream to chase excellence – by defining the organizational vision in a concrete manner. It has thus been witnessed that many organizations failed to sustain the pressures and stay put in business in the long run due to incongruous talent management at the individual level and the integration of that individual knowledge units with the overall business strategy.

With the revolutionized change in technology and transmuting business contexts, sustainability in long run for the organizations have become one of the vital issues to address. The core competency developed over years by the companies are becoming obsolete overnight when an incipient company is coming with a path breaking technology and engendering differentiated value for the customers. Customer desired values are changing and companies are forced to adopt customer centric strategies to survive and grow (Daniel J, Robert B, & Gardial, 2002). Even a manufacturing unit, which is least affected by technology,

is also striving to provide inimitable value to customer to adopt the changing desired value of the customers. The word “innovation”, which was once only under the scope of intellectuals, now became the main *mantra* to survive for any single company. Easy access to the free flowing information has made it possible to discover, co-create, and disseminate knowledge to the desired recipient. Adapting the fast changing context is only possible through proper and systematic management of knowledge. The success formula for the fast growing companies like Amazon or Google is their continuous endeavor towards research and experimenting. As rightly said by Jeff Bezos, Chief of Amazon, “*Our success at Amazon is a function of how many experiments we do per year, per month, per week, per day....*” (Diamandis, 2016; Mickiewicz, 2018). But only focusing on experimenting is not enough to retain the success in the long run. Creation of a culture of experimenting, engaging all stakeholders and aligning it to the business strategy may prove to be more beneficial towards success.

An organization’s ability to learn, and translate that learning into action rapidly, is the ultimate competitive advantage- Jack Welch, Former CEO of General Electric

Knowledge management is a double-edged sword. If any organization fails to manage knowledge efficiently; it can generate a huge amount of knowledge garbage (in terms of volume, quality) which will create ambiguity and lacuna in processes and implementation of strategy. Thus efficacious management of knowledge at all levels (individual level, team level and organizational level) is the utmost prerequisite for better implementation of strategy and aligning internal capabilities with it, to achieve business excellence.

Appreciative inquiry approach (AIA) provides any organization a systematic process, direction and rationale to exercise and execute knowledge management practices and strategies for achieving organizational excellence:

1. *Define* the future mode of operations (stability/change) with reference to the changing business contexts. The felicitous knowledge management practices required at individual and at the organizational levels for that must be decided upon.
2. *Discover* expected set of competences and lacunas of individuals and the organization at large.
3. The *dream* to chase organizational excellence should be engendered at each level of the organization. The organization has to create a culture of shared values and KM practices. Stories, narratives of organizational success, case studies should be discussed at each level.
4. A proper KM strategy should be *designed* to create, co- create and share organizational learning. A process to filter the knowledge-garbage and extract best of the knowledge pieces should be designed. A transparent system to reward the knowledge contributors must be administered. In addition, these success stories of these internal knowledge masters must be articulated at all levels of the organization.
5. There should be a machinery to integrate the internal knowledge resources with the customer/ client requirement

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach

Table 1. Timeline of transformation in business contexts

Decade	Explanation
1930s – 1950s	Try to know how organizational learning curve improves routines over time.
1960s	Centralization and decentralization occurs and experts are focused shifted toward distributed expertise and knowledge.
1970s	Computers were going to do the knowledge work for human; automation, portfolio management and Knowledge becomes a part of the picture
1980s	Downsizing forced companies to think about different ways of moving information around and documentation of what they know and do
1990s	IT enhance accessibility of data and information and The Learning Organization, Strategic information systems, intranet and extranet, Learning, unlearning and experience are taken into account
Recent development	major changes in business environment, Intellectual capital, knowledge sharing culture, KM is not a choice, but a must

Adapted from (Moshari, 2013)

BACKGROUND OF KNOWLEDGE MANAGEMENT AND ITS EVOLUTION

Learning gives creativity, Creativity leads to thinking, Thinking provides knowledge, and Knowledge makes you great. – Dr. A P J Abdul Kalam, 11th President of India (2002 – 2007)

Creation and utilisation of knowledge are as old as mankind could be. At its initial level, this commenced in a subtle way through experimenting and learning from experience as and when encountered with various kinds of environmental challenges. Reason being the same, “survival of the fittest”, modern organizations are highly focused and indulge in a meticulous process of capturing, comprehending and utilising knowledge across all hierarchical levels of the organization. Knowledge has been transferred through generations in the form of stories, narration, sharing of expertise, etc.

P F Drucker in 1959, professed that “*Organizational knowledge and professional knowledge*” will become the most important factor of production along traditional factor of production. He was of the opinion that automation at work can replace unskilled workforce from mundane jobs, but the specialists with high-skill and judgment will be in high demand. He advocated that technicians, professionals, managers: “knowledge workers” will change the socio-political-economic dynamics and they will be the drivers to implement change across the organization as associates (Drucker, 1957). According to Peter Drucker, the responsibility of modern managers is to apply and manage knowledge. In the post capitalist society, organizations are putting knowledge to work to attempt management change and discover its drivers (Drucker, 1993).

For instance, in the arena of R&D concerned with applied physics and electronics, the continuum of development: transistor – semiconductor – microprocessor, during the 1940 – 1970 has changed the whole gamut of things related to communication technology. This adhered to high-degree of knowledge dissemination, re-use, and management.

The table below explains the changes in the business context and the consequential transformations in business processes in Table 1.

Additionally, the developments related to knowledge management are as shown in the table 2.

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach

Table 2. Timeline of KM development

Timeline	KM related development
1975	Chaparral Steel adopted knowledge focused management and integrated internal organizational structure and business strategy to implement knowledge management
1980	Digital Equipment Corporation (DEC) installed first large scale knowledge based system (XCON)
1981	Arthur D. Little started the applied artificial intelligence centre.
1986	Dr. Karl Wiig, proposed the concept of KM in 'Management of Knowledge: Perspectives of a New opportunity' at keynote address for United Nation's International labour Organization
1987	The first book on KM book is published "Managing Knowhow: ADD VALUE . . . BY VALUING CREATIVITY" by Karl Erik Sveiby and Tom Lloyd. Bloomsbury Publishing Limited, 2 Soho Square, London The first roundtable KM conference "Knowledge Assets into the 21st Century" Hosted by DEC and Technology Transfer Society at Purdue University
1989	<ul style="list-style-type: none"> • A survey of Fortune 50 CEOs' perspectives on KM by is undertaken in which all agree that knowledge is their organization's most important asset -- but no one knows how to manage it • The Sloan Management Review publishes its first KM-related article (Stata: "Organizational Learning -- The key to management innovation") • Several management-consulting firms start internal efforts to manage knowledge. (Price Waterhouse integrates KM into its strategy.) 1989 -- A few small and specialized consulting firms offer KM-specific services to clients. 1989 -- The International Knowledge Management Network is started in Europe
1990	<ul style="list-style-type: none"> • The Initiative for Managing Knowledge Assets (IMKA) is started by a consortium of several U.S. companies to provide a technological base for KM. • In Europe the first book on the learning organization is published (Garratt: "Creating a Learning Organization: A guide to leadership, learning & development"). • In U.S. the first books relating to KM are published (Savage: "Fifth Generation Management" and Senge: "The Fifth Discipline: The art & practice of the learning organization"). • The French Grande Colloquium de Perspective provides major address on "Knowledge Flow in a Global Innovation Management System."
1991	<ul style="list-style-type: none"> • Skandia Insurance creates the position of Director of Intellectual Capital. • The first Japanese book relating to KM is published in the U.S. (Sakaiya: "The knowledge value revolution"). • Fortune runs the first article on KM (Stewart: "Brainpower"). • Harvard Business Review runs its first article on KM (Nonaka: "The knowledge creating company")
1992	Steelcase and EDS cosponsor conference on Knowledge Productivity
1993	<ul style="list-style-type: none"> • In Europe, an important KM article is published (Steels: "Corporate Knowledge Management"). • The first book explicitly dedicated to KM is published (Wiig: "Knowledge Management Foundations")
1994	<ul style="list-style-type: none"> • The International Knowledge Management Network expands its scope to include the Internet. • The International Knowledge Management Network publishes a KM survey of 80 Dutch companies (Spijkervet & Spek, 1994). • The International Knowledge Management Network conducts a conference "Knowledge Management for Executives" with over 100 European participants in Rotterdam. Université de Technologie de Compiègne (France) holds its first annual KM conference. • Several large consulting firms offer KM services and start seminars for prospective clients on KM. 1994 -- Knowledge Management Network and FAST Company magazine are founded in the U.S
1995	<ul style="list-style-type: none"> • The European ESPRIT program includes explicit requests for KM-related projects. • American Productivity & Quality Center (APQC) and Arthur Andersen conduct the "Knowledge Imperatives Symposium" with over 300 attendees. Other KM conferences and seminars are held in the U.S. and Europe. • APQC initiates a multi-client KM Consortium Benchmarking Study with 20 sponsors. • The Knowledge Management Forum started on the Internet. • KM Focus is broadened to include research on intellectual work (Suchman, 1995)
1996	<ul style="list-style-type: none"> • Several KM conferences and seminars are held in Europe and the U.S. organized by both general conference organizers and consulting organizations. • Over one dozen large consulting organizations and many smaller ones offer KM services to clients. • Many companies are starting KM efforts -- some with internal resources only, others with assistance by outside organizations. • The European Knowledge Management Association is started

Adapted from (Wiig, 1997)

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach

It is evident from the above discussion that KM has emerged as one of the most important discipline of practice in the modern organizations during the 1970's – 1995. In the next part of its evolution, the organizational focus shifted to fixation of KM strategy (capturing, codifying individual tacit knowledge, and converting it to explicit knowledge, which can be added to the knowledge reservoir of the organization, or rather the organizational memory) and further integrating it to innovation and business strategy overall. With the intervention of AI in its various forms and functions, the organizational KM strategy is becoming more efficient in using collective knowledge to solve complex professional issues, nurture innovation, and creating new knowledge dimension, which can provide them long term competitive advantage.

APPRECIATIVE INQUIRY APPROACH

The research work by Cooperrider & Srivastva, 1987 on Appreciative inquiry in organizational life, is seen as a significant contribution in organizational behaviour. Appreciative inquiry is more of a philosophical approach towards action research. But it differs from traditional action- research approach in following ways: 1. This is an enabler of social transformation, minimizing the differences between practical and theory; 2. Action research is used to discover a general theory; 3. Finally, instances are collected to validate the general model supported by AIA (Cooperrider & Srivastva, 1987).

The 5 D Model

Initial appreciative inquiry is comprehended in 4 dimensions: 1. Discovery / appreciating (what are the life giving force to an organization) → 2. Dream (it ignites collective minds to imagine the future of the organization) →3. Design (designing the organizational structure, purpose, relations to achieve the dream →4. Destiny (Rethinking the destiny, creating a learning culture and improvising capacity) (Cooperrider et al., 2008).

Another 'D' is attached to the model as "Define / clarifying" (Before identifying the organization and its forces, the problem should be clearly defined that need to tackle).

Table 3 describes stages, purpose, task and outcome of AI approach (Cooperrider et al., 2008); (Donnan, 2005); (Stratton-Berkessel, 2010); (Priest et al., 2013, pp. 18-33).

Appreciative inquiry is a proactive approach. Here, instead of looking at the problems, this approach forces / appreciates the organization in an energized state, through a positive lens. The approach tries to find out the solution of a problem worthy to solve and chase a collectively dreamt destiny, looking in-depth into its route. The approach is successful as it concentrates on creating a collaborative, sustainable, learning environment within the organization.

KNOWLEDGE MANAGEMENT STRATEGY INVOLVING AI APPROACH

Strategy as defined by Porter, 1996, is the organizational ability to create that unique and valuable position in its industry through interactions between the activities and thus reinforcing them mutually. Any organization can achieve competitive advantage over their competitors, only if they can produce an

Table 3. Stages, purpose, task and outcome of AI approach

Stage and Key Question	Purpose	Task	Outcomes
1. Defining “What is the focus of inquiry?”			
2. Discovery “What gives life?”	Discover and appreciate personal and organizational “high point” stories and experiences	Gathering stories and key ideas that identify the organization’s “positive core”	Stories as evidence of values and best practices; greater sense of openness and listening skills, builds trust, generates positive energy
3. Dream “What might be?”	Co-create a desired future from collective, imaginative and innovative capacity of the group	Co-create visions of all the elements participants want to introduce into communities or workplaces	Clear statements and images of members “idealized” organization; increased creativity; amplifies voices of hope
4. Design “How can it be?”	Choose the design elements that will support and develop the organization structures to bring the dream to life	Participants identify which projects they want to be a part of to make the dream happen	Begin to submit basic project plans for consideration and refinement; begin to see shifts in behavior and mindset; increased empowerment
5. Destiny/ Deliver “What will be?”	Sustain momentum in organization; build capacity of participants to continue the process themselves	Continued learning and adapting, consider new iterations of the cycle, engage in possibility thinking and looking for “opportunities” vs. problems	Participants become “appreciative leaders” who champion self sustaining change; cultural shift towards strength-based appreciative practices

Adapted from (Cooperrider et al., 2008); (Donnan, 2005); (Stratton-Berkessel, 2010); (Priest et al., 2013, pp. 18-33)

inimitable set of organizational capabilities. An organization can sustain itself for that coveted long run in the business environment if they can create their own competencies through learning and experience, and eventually build what they can call their core competency (Prahalad & Hamel, 1990). A company which has achieved its core competency around the flagship product (be it a good or a service), only can provide a differentiated value to their customers. For example, KFC has created their core competency around fried chicken as a secret recipe, or Tanishq, a hugely liked Indian jewellery brand, has created its core competency around unique, modern and light designs, particularly for their range of diamond jewellery. Retention and nurturing of core competency is more challenging than creating it. Boroline, a popular Indian brand of antiseptic cream, has retained their market position for over 90 years though consistent focus on quality, product innovation, packaging and distribution.

Creation of such organizational capability is only possible with proper management of knowledge and balancing the internal processes, financial perspectives and aligning it to customer expectations (Kaplan & Norton, 2007).

The usefulness of the appreciative inquiry approach is additionally evident from an excellent example of a prominent and established Indian company which used to manufacture a very popular brand of sewing machines during the 1970’s and 80’s, in India and started incurring unexpectedly heavy business losses due to changes in customers’ notion of life style. They “redefined” their internal processes to achieve operational effectiveness and upgraded their “destiny” through collaborative innovation. Overall this happened because they “dreamt” of exploring a new domain of business activity, coupled with exploiting their existing area of expertise (Roy, 2006).

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach

This is how a company can maintain its core adeptness area over time and expeditiously build incipient acumen to stand against all odds of various organizational contexts. The company can make it because: 1) the quandaries faced by the company were rightly defined and articulated at all levels of the organization, 2) the core professional vigour, values of the company were rediscovered and utilizing a felicitous KM strategy, they adopted embryonic technology. Only through a prosperous AI approach, keeping KM strategy at the core, they could achieve their organizational excellence.

Strategic success for any business thus depends upon how efficiently they accumulate the erudition about environmental challenges and fixate on innovating/ transmuting/ developing the core product (goods/ services) and creates a differentiated competency through organizational learning. However, competitors are also engaged in ameliorating their capabilities to leverage the environmental opportunities. Consequently, knowledge management in any organization must be practiced through a systematic and process-oriented approach.

KNOWLEDGE MANAGEMENT PROCESS AND AI APPROACH

Considering knowledge as an organized resource in our discussion, which is supposed to be captured indigenously, it can be best aligned to business strategy to achieve organizational success. It is the only resource that gets appreciated if shared with others. Thus, free flowing knowledge, helps the group to discover and define ongoing organizational problems collaboratively. Meaningful and accurate piece of information, which comes from learning through experience, mastery over the subject and ability to comprehend, constructs the knowledge base for any individual. Knowledge attains a hierarchical order and accordingly, we can present the following:

Data → Information → Knowledge → Wisdom

The success of knowledge management lies in efficient extraction, codification of tacit knowledge and storing and disseminating as explicit knowledge chunks for further use, mainly through “designing” an efficient learning management system. Learning itself is a complex process. A person learns from a systematic body of knowledge as well as from his social environment through multiple interactions. The person comprehends the subject through his/her own cognitive abilities, intellect and life experiences. And then, it becomes knowledge. Knowledge in its implicit form is personalised, rare, inimitable and hard to codify. The major challenge of any organization lies here to reproduce that implicit knowledge and turn it into usable, precise knowledge piece through an organizational procedure (primarily drawn from strategy).

Researches evidenced that the philosophy of appreciative inquiry is rooted in its property of intellect, participatory learning and knowledge dissemination (Watkins, Marsick, & Wasserman, 2019) to achieve organizational excellence. Ostensibly, any KM process becomes embedded within the approach. Without an efficient management of knowledge, the implementation of the philosophy will inadvertently fail. The organizational capacity can be created through improving individual and collective learning by creating right atmosphere (culture), organizational consultation classes (structure), and shared leadership, i.e. co-creating knowledge (Ehlen & Hennissen, 2019).

Knowledge Management follows a systematic process as shown in the flow diagram below:

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach

Capturing rich tacit knowledge from experts/specialists + individual or combined elements from organizational memory (Discovery of knowledge) = creation of knowledge within the organization → disseminate among others in explicit form → use it for business purposes.

But only capturing and storing the information/data cannot provide any concrete solution to the business problems, nor promote innovation. Innovation needs collaboration and dream/desire to achieve excellence at all organizational levels. Sharing of knowledge with others can enhance and expedite the rate of innovation. For example, many organizations are sharing concepts, ideas in knowledge management meetings where the parties contributing include not only the knowledge experts from various internal departments but also customers, other stake holders and experts/consultants from diverse fields. The focus of the organization has now shifted from creating (or co-creating) value for their customers to creating (or co-creating) organizational knowledge (Acharya, et. al, 2018) as only a learning organization can create- evolve- sustain itself in the long run. Knowledge thus is being judiciously co-created and eventually retained for future use. Retained knowledge, if relevant, has its own merit. Such knowledge can be accessed by the ‘fresh entrants’ in the organization and they can easily save a lot of resources (including time and money) from being wasted during further exploration – either the problem is found to be a similar one, for which a solution can be rehashed or else, the problem would be a new one (likely to be in the form of an extension of a previously handled problem) for which an effective solution can be dugout from the repository and immediately applied with certain necessary modifications/improvements. Also, retained knowledge can make processes far more accurate and help knowledge workers deliver in an appreciable manner. The organizational structure too plays a significant role in influencing the aspect of retaining knowledge which is worthy of re-use.

Efficiently captured, stored and disseminated knowledge creates an enriched knowledge reservoir in the organization and promotes a culture of exercising knowledge practices at all levels, thus creating business capability to gauge the destiny. Fostering innovation and creating a differentiated value for the customers ensures a superior performance in terms of better quality of products (goods and services, customer loyalty and long term sustainability in the market.

To practice knowledge management in its true sense is possible only if the organizational culture is flexible, encouraging people to create informal networking and sharing knowledge with others. Every big organizations practicing knowledge management, believes that informal sharing of knowledge can results into creating knowledge and ultimately innovating some new ways to solve problems. “Knowledge culture” can be developed only through encouraging people to share their concepts/ thoughts/ cognizance and also acknowledging bright ideas. In many organizations, at their nascent stage of knowledge management process, professionals were awarded in monetary terms for the quantity of knowledge pieces they have uploaded through portal. But it created huge knowledge garbage in the portal. In the advanced stage of knowledge practice, the organizations understood that it is the quality of the knowledge piece that must be appreciated, acknowledged and encouraged. Many traditional organizations faced resistance to implement the process from their senior professionals, mainly elderly people, from all levels. The major challenge to implement the process was to cultivate the knowledge practice and embed the drive into the organizational system. Continuous communication, encouragement, and acknowledgement to share knowledge at departmental level through formal and informal network, has made it possible in many organizations. Trust, collaboration, sharing attitude, practice of experimentation, openness to discuss failures, positive confrontations, entrepreneurial leadership, orderliness may be some characteristics to consider for better knowledge management practice.

Knowledge Management Strategy and Practices Using the Appreciative Inquiry Approach

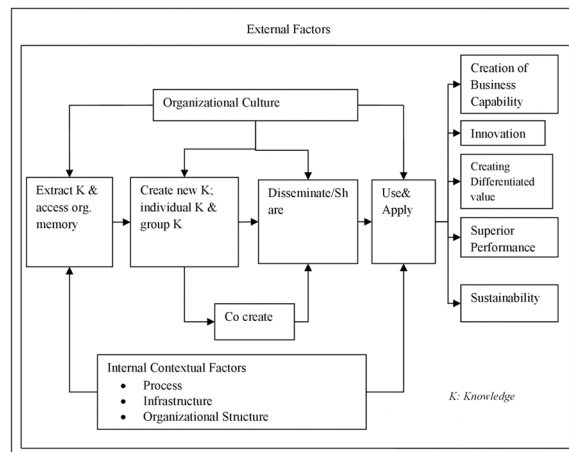
With the organizational culture, some other contextual factors: process, infrastructure and management support. As it is understood from various instances, that organizations are having their success stories and failure stories. The organization must have a systematic and efficient process to capture the essence of these instances, such as: the reasons behind the success/ failure, the operational process in these endeavours, issues of concern, etc. efficiently. An efficient process can only integrate company's vision with business process to deliver value to the customer. The process must ensure review and refining of the materials by peers and mentors/ experts (internal/ external) and transforming the captured knowledge to the knowledge asset that can be accessed, retrieved and reused by anybody and anytime within the organization. Identifying the core competency area through a rigorous value chain analysis, and creating a knowledge repository around it, can create an organizational capability to think and grow fast, thus making innovation a regular practice. An integration of knowledge management practice with business strategy is only possible through a systematic and meticulous process.

KNOWLEDGE INFRASTRUCTURE REQUIRED TO ENABLE AI APPROACH

In today's era, knowledge can remain distinct from or devoid of big data. Data has always remained the micro-unit of building knowledge and related capabilities. The term "big data" has become the next big thing for organizations. This has not only influenced the indigenous knowledge infrastructure, but also pushed innovation further. Big data is reliable and responsible enough for ushering in significant organizational transformation and improving knowledge-based business ecosystems. The implications of capturing and using big data elements for business solutions in knowledge-driven organizations are known to be far reaching, extending to all domains and functions within the organization. Categorically, organizations have regularly been into collecting, storing, and analyzing substantial granular data and information – acquired through systematic processes and systems – which are again inadvertently linked to various products (goods or services) that are meant for sale, through monetary transactions (directly or indirectly). Such data-driven transactions lead to knowledge being created, shared, transformed and retained in the organizations – in short, serves as a platform for knowledge management, which helps to discover organizational history. Data also helps to design the internal processes, take strategic decisions and reach the next level destination. Frankly speaking, all of these combined could witness more engagement than ever before. Some of the common 'standard collaboration tools' include cloud services, email storage, POS data tracker, mobile devices and other similar gadgets required to conduct business and interact with suppliers, customers and other stakeholders. They get reflected by the organization's structural position too. Therefore, successful implementation of knowledge management adopting AIA also depends on organizational structure. A rigid, traditional tall structure hinders faster communication and creates noise and ambiguity. Hence, bureaucratic style of management relegates the culture of sharing knowledge. It is also noticed in many organizations, whoever is successfully implementing KM practices, is evolving as informal, less hierarchical and more organic in its ecosystem.

The knowledge management process is presented in the schematic diagram seen in Figure 1.

Figure 1. Knowledge management process



AI APPROACH FOR KM PRACTICES AND STRATEGY

KM practices and strategies follow heavily from 3 Ds (Dream, Discover, and Destiny) of AI Approach. This is also evident from the following cases as discussed in the later part of the chapter. The AI approach is revisited through the lens of KM practices and strategy.

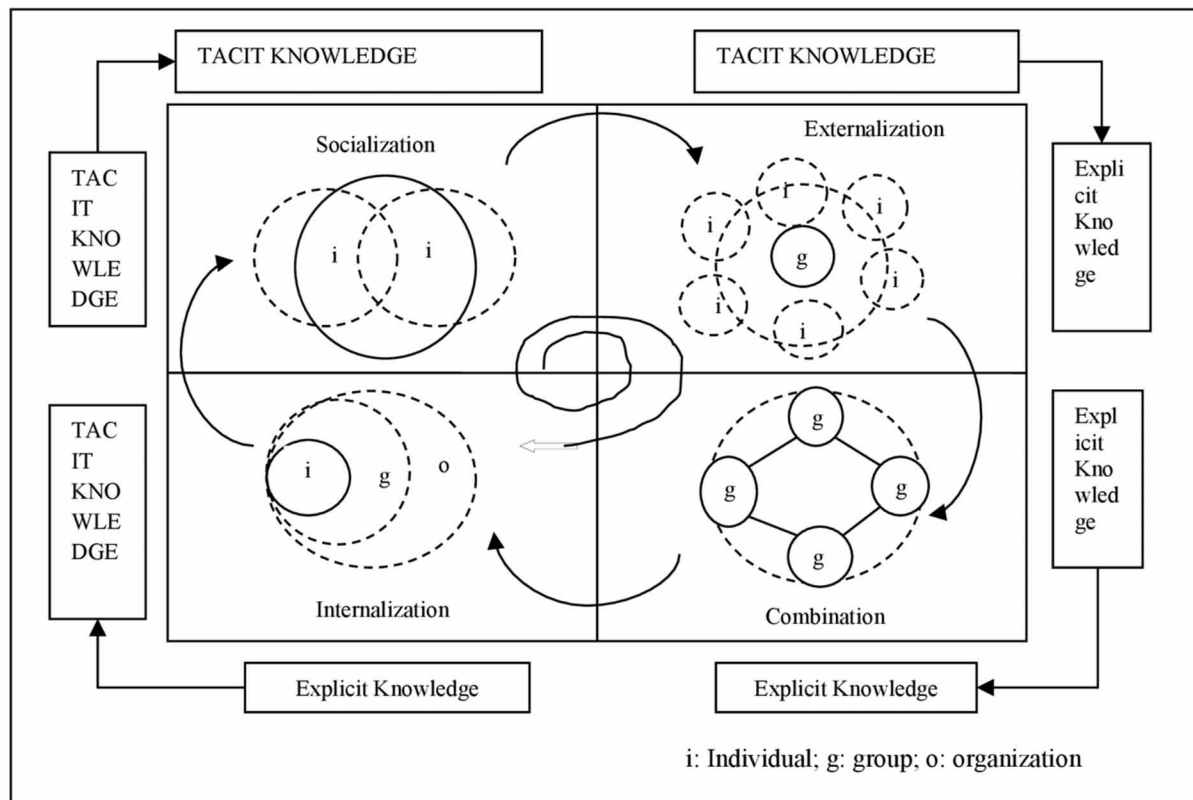
Creation of Knowledge

Creation (and co-creation) of knowledge is a dynamic process which involves the interactions between agent and structure to surmount the emerging challenges as faced by any organization (Nonaka & Toyama, 2003). The fast paced changes in the business context are forcing any organization to think – and act fast. Innovation is now not only confined to the intellects; rather each individual employee as well as each team is forced to think about some new modes, approaches, techniques of doing their own old activities, identify new markets or new product variants, new conceptions, etc. to achieve efficiency. Innovation is creation and application of knowledge. Innovation now follows a lean approach (think – create a prototype – validate – correct - revalidate). These experimentations are only possible through continuous action learning. Products are becoming obsolete at a very fast rate, which results in the organization moving towards oblivion, in case they are not focusing on innovation. Knowledge creation (or co-creation) is required for the same and that too in a continual way at every level of the organization.

As discussed by Nonaka & Konno, 1998, the knowledge transcends as a spiral through continuous interactions between explicit and tacit knowledge. Also, knowledge is generated through SECI levels (socialisation – externalisation – combination – interaction). Additionally, knowledge can be categorised into two levels: tacit and explicit. Additionally, knowledge can be categorised into two levels: tacit and explicit in figure 2 below.

The tacit knowledge is transferred from one individual to another through sharing of emotions, ideas, feelings, experiences as together. Knowledge can be created from the stories of success or failure, various artefacts, as well as interacting within the peer-groups. In due course of externalising the tacit knowledge, that individual becomes a part of the group he belongs to and shares his ideas and under-

Figure 2. Spiral evolution of knowledge conversion and self transcending process



standing of different elements with the rest of the group members using metaphors, words, symbols, etc. Continuous interaction with external knowledge sources (like research reports, published papers in journals, books, expert talks, etc) and individual personal experiences from environment, discussion/positive confrontations with the peers can become the sources of knowledge. Creation of a repository for organizational knowledge can provide an exposure to the employees to understand the subject matter and that would trigger ingenuity. Explicit knowledge excerpts from various experts can be stored as a knowledge reservoir, along with the individual contributions as knowledge pieces from the teams within the organization. Many organizations, at their initial stages only remain fixated on engenderment of a knowledge reservoir for utilizing and creating an organizational culture of think-and-contribute by writing some knowledge piece(s). In India, the very idea of KM, KM strategy, KM practices as initiated by various organizations, was supposedly delayed in getting introduced to India inc.

One of the well known SBUs of a big Indian conglomerate, with interest in steel manufacturing, has reported that they have started this practice from the year 2000. Initially, they indulged in creating an organizational practice where every individual must read up any noteworthy piece of information, or relatable content that can aid in business management and reflect thereupon the concept(s) contained in those by scripting their own thoughts, realizations and understanding. Primarily these articles were treated as a single “knowledge piece”. All of these knowledge pieces used to be uploaded through an indigenous knowledge portal of the organization for inter-departmental sharing. The knowledge evaluator used to evaluate and grade those. Initially, the person who contributed the maximum number of

knowledge pieces would get rewarded. There were also punitive interventions for not submitting any knowledge piece for 2 to 3 consecutive months, such as oral or written reprimands. The challenge was to create this knowledge culture and keep it enforced. The elderly co-workers could not perceive the value that can be added through this practice, as the quality of knowledge pieces initially was not that great. Even the top-brass was more concerned about heavily emphasised on quantity (and not on quality) of those knowledge pieces.

The success of appreciative inquiry lies in how efficiently the leaders can integrate the individuals with overall organizational dream, and make it a regular practice to discover one's own self confidence and competence at all functional levels. A visionary leadership can generate the enthusiasm among his followers by keeping them abreast with the current advancements in their related field and at the same time making them remember the history/ heritage/ values/ culture of the antediluvian company.

In this way, the individual employees' in that organization gradually became highly enthusiastic about contributing on their own. As and when the practice turned into a professional habit of the employees, the organization started focusing on the quality of these knowledge-based contributions. The knowledge pieces started being evaluated on a rating scale: Best – Average– Poor. Marks were also associated with it. The best knowledge pieces were awarded at various levels: departmental level, divisional level, unit level, and finally at the topmost level. The knowledge evaluator also used to get rewarded based on some performance criteria, such as: time put in and the volume of knowledge evaluated. Now, the organization has started getting repetitive and at times redundant or abandoned knowledge pieces, which led to a chaos. Hence, each department needed to unify/integrate all the similar knowledge pieces from across domains. One knowledge piece was created at departmental level, subsuming 5 to 10 similar knowledge pieces and making one useful knowledge piece to be uploaded in the system. One knowledge champion from each department was entrusted to do it on behalf of his/her department. They started holding intra-departmental knowledge management meetings. Additionally, departments were also rated based on their initiatives. The departments that were consistent and regular in knowledge-related discussions and uploading good quality knowledge pieces would get rewarded. There were inter-departmental knowledge management meetings as well. From each department, the respective knowledge champion(s) used to bring two or three knowledge pieces and present them in the meeting. The organization subsequently held *knowledge manthan* (to bring out the best insights on any topic, out of a huge pool knowledge pieces) sessions. A summary of knowledge pieces is picked up from the departmental level and further dealt with during the “*manthan*” sessions”. This usually happened for a particular chosen area of work or project. Best of the knowledge pieces are retained in the organizational memory. Hence, a huge repository of knowledge has already been created.

A systematic KM strategy can preserve the extracted and useful knowledge pieces after filtering out the knowledge garbage. This can again help the organization to discover knowledge in turn, to implement the philosophy of appreciative inquiry.

Again, a family owned business based out of Kolkata, with interests in the verticals of FMCG, beauty products, cement, bio-diesel, etc., also have made continuous learning a core practice. Each Friday afternoon their segment of “CEO Speaks” is scheduled. The CEO of the company addresses every professional associated with the company over Skype. Participants can talk and share their experiences across various departments during this time.

A renowned German multinational engaged in the field of optics and allied instruments, has made it a practice for their sales force to upload their experiences regarding the departmental members through a customized knowledge portal. Knowledge management discussion sessions are conducted regularly;

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several webinars and Skype interactions are arranged for. The individual who has shared the best knowledge piece can get rewarded once the manager sends his/her recommendation. This creates an aura of positive organization and helps in embracing appreciating inquiry approach.

CO-CREATION FOR ORGANIZATIONAL TRANSFORMATION THROUGH APPRECIATIVE INQUIRY

At an advanced level, in knowledge management practice, knowledge is now being co-created. Not only the in-house professionals are the part of it, but, there are other partners also. Such as: customers, knowledge experts, other stake holders to think and grasp innovative ideas. Particularly customers are being used in the various phases of product development. The SBU of an Indian conglomerate in steel sector, informed that they now at their advanced stage, hold knowledge meeting not only in house but also they are engaging data analytics expert, their customers, knowledge specialists from the company to innovate new products or new methods/approaches, and in effect transform their organization positively for the better.

An Indian academic institute of national repute has also reported the same process of co-creation of knowledge. In their process to provide consultancy to other organizations, often they create short term teams of experts from various fields. They discuss across to provide all sorts of practicable solutions to their clients. These practices have helped this institute to transform into its better version.

The example of the company eYeka, Paris, gives us a wonderful model of co-creation of ideas through crowd sourcing. The two founders Gilles Babinet and Franck Perrier, originally started a platform for the ingenious proletarian filmmakers and photographers to showcase and sell their content. The company launched its beta version in 2007. In 2008, they launched their first creative contest for the brand “MACIF”, one of the largest insurance companies in France.

This was a platform to showcase one’s work and learn from the other. With the intervention of social media, it became a two way platform of communication. The company was expecting to get some rough ideas/ inputs on campaigns or simply some pitch ideas, which would have been developed by the company’s experts later on. But to the utter surprise of the organization, they noticed that the community was influencing and commenting on the creative’s of each other. Stories were being built around the brand. So now anyone can share ideas for campaigns- think about the brands-brand experience. eYeka, used the concept of co-creation across the global community of creative customers, who contributed fresh quality ideas to create brand campaign(Aba & Gillier, 2018).

Appreciative inquiry supports innovation, through mutual sharing of intelligence and co-creating knowledge by maximising participation in discussions, sharing experiences and knowledge across the functional verticals. Appreciative inquiry approach thus helps the organization to create a harmonious and collaborative environment (Magzan, Andić, & Papak, 2019).

INTEGRATED SECI – 5D MODEL

The two approaches of KM and AIA are similar in nature as i) both are having positive psychology at their core, ii) both can be instrumental in creating a positive organizational climate conducive to growth, iii) both are the drivers for positive organizational change.

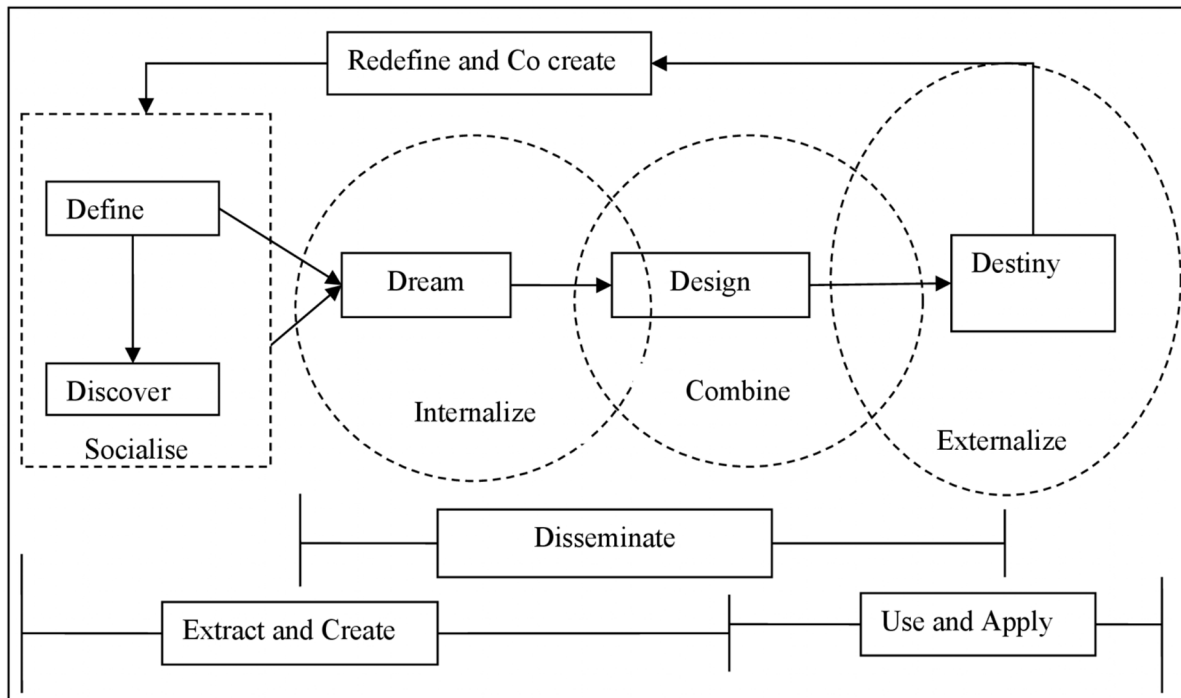
The chapter proposes a working model that integrates SECI and 5D models illustrated in Figure 3.

CONCLUSION

Finally, we may conclude by emphasizing on the fact that leveraging knowledge (asset) itself in the form of a strategic practice overall helps organizations to co-create knowledge and that in turn will definitely direct ‘evidenced-based decision-making’ (Acharya et. al, 2018). We even suggest that organizations are expected and need to institutionalize that unique system in place wherein both employees (and employee groups, including workers beyond the scope of knowledge-induced activities) and customers (also, clients, stakeholders, investors and others) together co-create knowledge which is relevant and much required, in order to take ‘evidence-based business decisions for better returns.

By now, we understand that knowledge co-creation happens when ‘professional (formal or informal) interactions’ occur in the presence of organizational members and other related agents (customers, clients, investors, stakeholders and others). Business managers in knowledge organizations are supposed to make a note of the same and eventually ensure that his or her organization triumphs in every available sphere of participation!

Figure 3. Integrated SECI – 5D model



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Chapter 6

Reviewing Appreciative Inquiry Through the Lens of Emotional Intelligence, Intrinsic Motivation, and Need Hierarchy

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ABSTRACT

This chapter attempts to shed light on a relatively new concept of appreciative inquiry, which is a learning as well as research technique. The uniqueness of this concept is in its focus on positive and growth-oriented changes in the lives of individuals as well as in organizational culture. The chapter attempts to relate the role of appreciative inquiry with some of the well-researched psychological constructs like emotional intelligence, need hierarchy, and self-determination. Studies related to such constructs and AI techniques are mentioned to highlight its contribution in organizational transformation. Though the importance of this technique is primarily in the field of human resource development, it can be applied with equal emphasis in promoting work culture and overall organizational climate.

INTRODUCTION

In the present world, where the socioeconomic system is changing rapidly, organizations are also evolving to fulfil the demands of the moment. Productions and turnovers of any industry are not considered as a mechanical process for a long time. Role of humans involved in the process along with their interaction get the primary importance while considering the success of any organization. Recent Research gradually identifies the ultimate truth that it is not possible to create and sustain success in economy by ignoring human resources. Perspectives of individuals are gaining importance. Phenomenological experiences and subjective reality are considered as the building blocks of institutional policies and planning to fulfil desired target.

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There are various angles which could contribute to the growth of any organization. Most of them traditionally were limited to the quantitative measurement of human behaviour. In this context, Appreciative inquiry is a novel approach, which is more qualitative in nature which helps to search for the potentials and to build up a constructive base for further growth.

It is considered as a problem solving approach, which is based on growth perspective instead of deficit perspective. In this sense, this is not only a technique, but a whole system of philosophy which can change the vision of an organization. Again it may be considered as a learning pedagogy which is useful for exploring an individual's potential as well as providing training, gaining insight for self enhancement.

In 1987, Cooperrider and Srivastva launched the concept of appreciative inquiry, as a response to the action research developed by Lewin in the 1940s. Appreciative inquiry aimed to be an instrument for social change, chiefly for organizational change.

From the point of view of the authors, limitation of action research is in focusing on the problem, which leads to a shortage of innovative potential. They considered that this focus on the problem puts a restraint on imagination and visions of institutional leaders and reduces the possibility of creating new theories. The vision of appreciative inquiry discards the problem-focused approach. Rather it is focused on, taking into account what goes well in an organization, its successes, as identified by its members. Appreciative inquiry as a technique of investigation which delve into psychological processes of the participants and tries to identify those traits, values and other cognitive and affective factors which will lead to growth and positive changes of individuals as well as organizations. Appreciative inquiry can generate new knowledge; help create a collectively desired vision of the future, as well as assist in choosing the actions that can result in the desired future (Cooperrider and Srivastva, 1994, p. 207).

Cooperrider and Srivastva (1987) built the appreciative approach based on Kenneth Gergen's constructionism (1985; 1994); Gergen sees reality as a social construction and a permanent reconstruction on the interactions between individuals (Gergen, 1999).

APPRECIATIVE INQUIRY EXPLAINED

“At its heart, AI is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. AI is not so much a shift in the methods and models of organizational change, but AI is a fundamental shift in the overall perspective taken throughout the entire change process to ‘see’ the wholeness of the human system and to “inquire” into that system’s strengths, possibilities, and successes” (Stavros, Godwin and Cooperrider, 2015). According to Cooperrider and Whitney (1999) the major principles of Appreciative Inquiry are: Constructionist, Simultaneity, Poetic, Anticipatory and Positive. The gist of those principles is that when the management in an organization will start taking a more subjective perspective on what can be changed in a positive direction. The means of taking that perspective is to ask questions in a conversational manner, in a social context. It is believed that as soon as the questions will be asked it will produce change. The emphasis will be on language and more the positive and hopeful communication will be, more the changes will be positive and growth oriented.

There have been two sets of principles described and used in the evolution of AI. Cooperrider and Srivastva (1987), in their research suggest that: 1. the inquiry begin with appreciation. 2. the inquiry is applicable. 3. The inquiry is provocative. 4. The inquiry is collaborative. The first principle indicates that AI should focus on the best of the system under examination. These researchers explicitly points out that AI contrasts with problem solving approach, which is actually a deficit-based approach to change.

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Rather than focusing on problems that need solving, the aim of AI is to focus on the examples of the system at its best, its highest values and aspirations, its noblest actions, its expectations from self and others and so on. The second principle stresses that the outcomes of an AI is successful, only when it is applicable to the system in which the inquiry takes place and be validated in action. The third principle points out that the inquiry should create such body of knowledge, models, and images that are compelling to system members and stimulates people to take action. The final principle focuses on the need that system members must be part of the design and execution of the inquiry.

THE STAGES OF AI (FOUR D MODEL)

In 1987, Cooperrider and Srivastva proposed four stages in the process of Appreciative inquiry which are commonly recognized as 4 D, including the following: Discovery, Dream, Design, Destiny.

The first stage consists of identifying all the positive personal and organizational experiences which lead to the vision of “what is best” in the organization.

The second stage encourages the expressions of dreams and desires of the participants in the process, which are related to their work, motivation, work relationship and lead to an ideal image of “what an organization could be”.

The third stage is advancement towards the steps which can help to shape the ideal image of an organization. It requires a thorough change on the part of the management, their outlook and initiative in the modification of organizational infrastructure.

The last and final stage is the implementation of proposed changes designed on the basis of growth related vision.

Thus conversations and discussion involving growth directed changes as perceived by the participants in the process, is the essence of appreciative inquiry. It helps to reconstruct subjective reality, which in turn brings actual change in objective reality.

The concept of appreciative inquiry is relatively new but it can be related to different psychological constructs, evolved at different time frame. Since it focuses on individual more, constructs those describe human characteristics, both at personal and interpersonal level can be linked more to this technique.

LINKING APPRECIATIVE INQUIRY WITH HIERARCHY OF HUMAN NEEDS

Motivation is a general concept involving desires, wishes, needs, drives, and interests. Needs refer to that psychological state which is produced within the organism from the deficit of some specific conditions, internal or external. It arouses an organism, gives him a sense of direction to reach a state where that deficit exists no more. In that sense, all needs are mostly biological or physiological. Though this concept of need is applicable for almost all species; human beings, for their unique nature surpass the physiological need level and have created needs which are socially conditioned. Not only that, at one point he attempts to gone beyond the social surroundings to look into his inner self and grow for his own sake. It is claimed in recent analysis that physiological motivations, such as hunger, thirst, sexuality, are called drives. High drives like human-specific desire to achieve are called needs (Cuceloğlu, 2016).

This process was first conceptualized by famous humanistic psychologist, Abraham Maslow. Maslow argues that humans are motivated not by external motives such as reward and punishment but by the internal needs program. In other words, needs underlie the motivation of an individual (Adair, 2013).

In the need hierarchy theory provided by Abraham Maslow, in his paper ‘ A Theory of Human Motivation’ (1943), the needs manifested by organisms can be classified into deficit needs and growth needs. While the former group focuses on what is missing in a person’s life, the latter group focuses on realization, manifestation and striving towards perfections of the potentials already present within a person. Maslow proposed this theory to explain human behaviour in all walks of life. Typically the hierarchy starts from the basic needs for food, water, oxygen and elimination and proceeds through an organism’s strive for self protection, gregariousness and receiving basic psychological nourishment through love and affection. Up to this stratum, there is not much difference between a lower organism and a human being, since these motives are essential for mere existence. He further proposed that needs are goal oriented, act in an integrated manner and operate in a matrix of cognitive and social factors and should be understood likewise.

The query for inner potentials, unique to human beings begins with social needs for esteem, power, status and achievement. Only when a person starts to explore these sides of psyche, the technique of appreciative inquiry emerges as an answer. It leads an individual from a journey of seeking external approval to developing an insight about self, where a person performs for the sake of performance to realize his potentials, the ultimate need for self actualization. In this journey, appreciative inquiry acts as an effective aid.

Manifestation of needs differ according to the context in which an organism operates. Since this article is focused on organizational set up and individual activities within it, the need pyramid is viewed from the angle of aspiration management.

The following diagram explains clearly the arrangement and manifestation of needs within an individual in an organizational set up, according to Maslow’s viewpoint.

As it is discussed earlier in this article, appreciative inquiry, attempts to deal with organizational situation from a growth perspective than a deficit perspective. In this sense, this method is more concerned with management of needs in an individual in organizational situation. It is more about aspiration management.

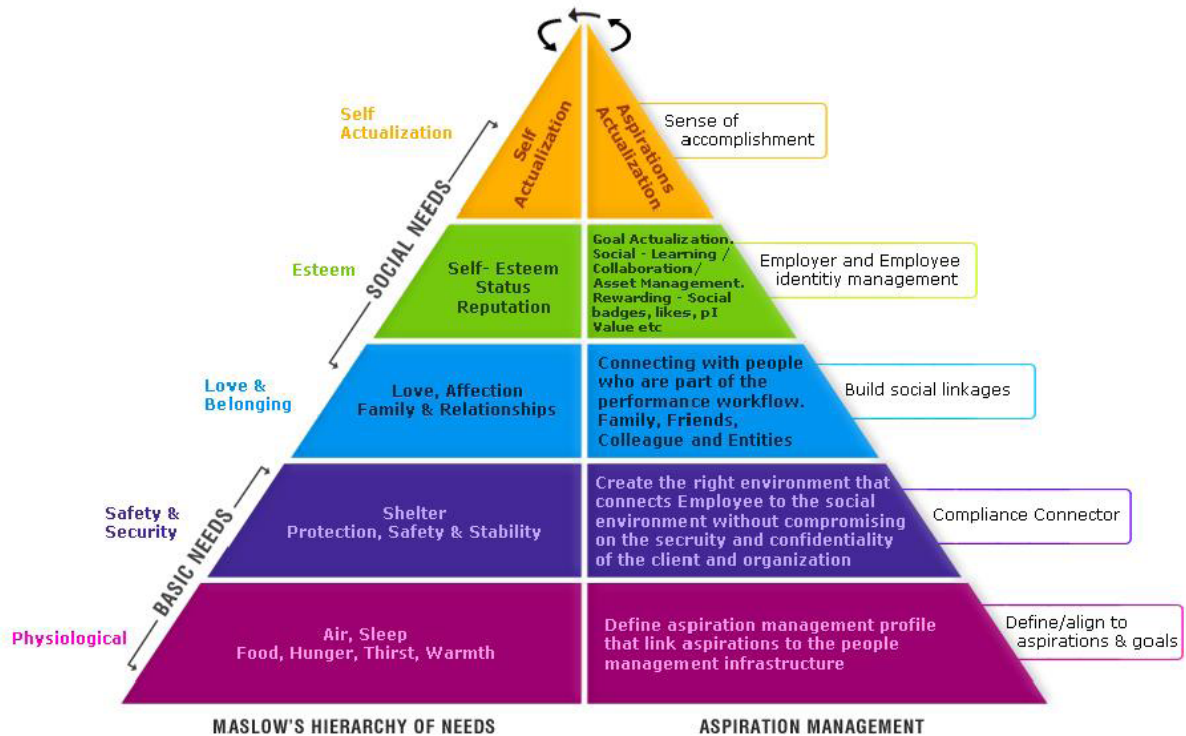
According to a study conducted by Cojocaru and Brăgaru (2012) motivation patterns of employees can be changed by the application of appreciative inquiry technique. Employees were found to feel more satisfied regarding the need for belongingness, security, esteem and self actualization after the implementation of appreciative inquiry in the organization, when compared with their level of satisfaction before such implementation. One implication of this study is that, since AI makes an individual more aware of his inner strength and makes him feel more satisfied, it definitely promotes positivity in the whole existence of the individual.

Motivation deals with the ideas, beliefs, intentions, interests, knowledge and habits that determine human behaviour and direct this behaviour towards a certain goal, and with how this behavior is supported, including from the perspective of the perception of need satisfaction. Changes in values and beliefs regarding organizational goals motivate an employee to change his vision regarding the organizational climate and re interpret the context of any action leading towards organizational growth. Appreciative inquiry promotes intrinsic motivation and openness. It helps to stimulate inquisitiveness for searching strength and success, optimism and creativity (Chakraborty and Mishra, 2019).

Reviewing Appreciative Inquiry Through the Lens of Emotional Intelligence

Figure 1. Arrangement and manifestation of needs within an individual in an organizational set up, according to Maslow's viewpoint

Source: Wikimedia: Aspiration Management (2019)



APPRECIATIVE INQUIRY AND ITS CONNECTION WITH SELF DETERMINATION THEORY (SDT)

Self-determination is an important concept in psychology which explains an individual's behaviour which actually focuses on intrinsic motivation of an individual. Intrinsic motivation is defined as the innate property of an individual to pursue an activity or seek out optimal challenges based on one's interest and personal capacity to do so (Ryan and Deci, 2000). It can be described as the capability of self-directedness and inherent growth tendencies. It refers to capacity of the individual to make choices without external influence and choices. Three components of self-determination theory are competence, relatedness and autonomy (Deci and Ryan, 2008). It is essential for an individual to feel competent and related to his environment in order to realize self as a complete and autonomous being.

Most organisations emphasize greater standardisation and formalisation in order to reinforce the values endorsed by their organisational culture. It is considered as a rigid criterion that neglects the relevance of human values to job satisfaction. The resulting mechanistic organisational culture leads to reduction intrinsic motivation by restricting both autonomy and freedom (Sherman and Smith, 1984). The concept requires review and rectification since at the end it affects well-being of employees and turnover of the company.

SDT is a macro theory of human motivation that has been successfully applied across social and psychological processes including parenting, education system, healthcare, sports and physical activity, psychotherapy, geriatric care and virtual worlds, as well as the fields of work motivation and management.

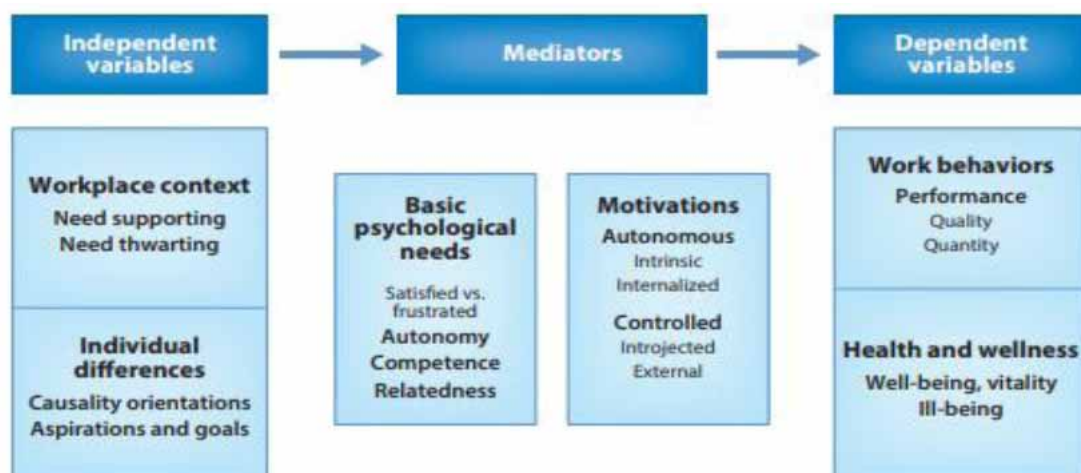
There is an intricate relationship between SDT, EI and intrinsic motivation. An individual who is intrinsically motivated, will manifest the Autonomy and Competence component of SDT and a person who is strong on his EI aspect will operate in the relatedness component of SDT more comfortably.

On the other hand, Appreciative inquiry is a technique which brings the opportunity for an individual to explore and develop a positive outlook towards self as well as surroundings, directed towards growth. Individuals need to focus on their inner self and express their thoughts and imaginations in a constructive way in order to gain maximum from his own potentials and environmental resources. More determined the individuals are, more they will be able to take the benefit of appreciative inquiry and it may also act other way round.

Traditionally, self-determination theory (SDT) helps to explain the links between employees' motivation and how it affects the dual aspects of performance and wellness in organizations. It has explored and identified the factors which facilitate sustainable motivation that belongs to superior layer of cognition and the conditions that bring out volitional engagement in employees and customers of an organization. It is an essential condition to build a good will of the organization, which stimulates the interest of stakeholders in the market. SDT highlights the fact that fostering workplace conditions where employees feel supported for full manifestation of their need for autonomy is not only an appropriate and appreciated goal in itself but will lead to more employee satisfaction and thriving, as well as collateral benefits for organizational effectiveness. SDT's mini-theories have broad implications for organizations (Gagne & Deci 2005), and numerous research reports on SDT constructs within work organizations have appeared in the recent empirical literature.

The above figure, (Figure 2), explains how the independent variables and their mediators work on the dependent variables. Apart from the general causality orientations, which are the primary individual differences in SDT, general individual differences like life goals and aspirations can also act as predic-

Figure 2. The basic self-determination theory model in the workplace



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tors for outcomes in various domains (Ryan et al. 1996). Seven aspirations are frequently considered by SDT that people may be pursuing as important over their lifetimes: financial accumulation, social recognition, attractive image, personal development, meaningful relationships, community contributions, and physical fitness. Subsequent research works by Sheldon et al. (2004) revealed that the prediction of employees' well-being from intrinsic versus extrinsic aspirations was independent of its prediction by autonomous versus controlled motivation. However, intrinsic aspiration and autonomous motivation tend to be correlated, and extrinsic aspiration and controlled motivation also tend to be correlated. SDT is not inclined to explain specific characteristics of jobs or tasks. Rather it focuses on human side of the industrial set up. However, the concept of managerial need support includes several concepts that are often addressed in the job design or job characteristics literature as aspects of employees' jobs. During the past quarter of the twentieth century, researches regarding leadership introduced and advocated a type of leadership that focused on charismatic individuals leading through inspiring, encouraging, stimulating, and empowering (Avolio & Bass 1995). It is considered as an important function of the leader to support these needs. They acknowledge the employees' perspectives in their discussions, offer choices about how to execute the ideas, and do not forward unnecessary suggestions for moulding the behaviour and language of the team members. The success of the leadership is believed to be lying in facilitating the employees' autonomous motivation. In such kind of leadership roles in the organization, appreciative inquiry can be an effective tool, where subordinates are encouraged to open up their best possibilities through conversations. Appreciative inquiry, as a learning technique provides space for open communication. There is a sharp contrast between such transformational leadership with more traditional transactional leadership that includes using contingent rewards, emphasizing norms, and monitoring employees' behaviors. Recent research highlights the effect of perceived transformational leadership on promoting employees' basic need satisfaction (e.g., Hetland et al. 2011) and autonomous work motivation (Conchie 2013, Graves et al. 2013, Wang & Gagne 2013). If the leader through dialogues can generate intrinsic motivation among the employees, using appreciative inquiry process, it leads to self-realization of needs and goals.

Mehta (2018) in a study on engineers found that appreciative inquiry fostered self confidence and contributed positively to eliminate fear of public speaking. This, in turn may be considered to promote competence and autonomy in the participants as they were able to relate more with their social milieu.

AI AND EMOTIONAL INTELLIGENCE

Emotional intelligence is another relevant concept for any organization to run successfully.

Emotional intelligence has been defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" by Peter Salovey and John Mayer (1990). This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions. As proposed by Daniel Goleman (1995) emotional intelligence can be manifested through five constructs, namely self awareness, self regulation, social skill, empathy and motivation.

According to Nelson and Low "Emotional Intelligence (EI) is the learned ability to think constructively and act wisely. EI is best taught and developed when viewed as learned skills and abilities that can be practiced and developed" (EITRI, 2011, para. 5).

Emotional intelligence is an evolving extension of the quantitative measures of intelligence, such as the intelligence quotient, which explores the role of cognition, the capacity to use abstract knowledge and reasoning power to harness and utilize the emotional energy of self and others (Goleman, 2006). Emotional intelligence is broadly defined as a construct representing a set of skills that persons acquire partly through social training for identifying, processing, and managing emotions (Zeidner, Roberts, & Matthews, 2008). The major feature of today's business climate is limited face-to-face interactions. This is a big hindrance for developing emotional intelligence. Therefore, each personal interaction that occurs in an organizational set up must be as successful as possible. In order to realize and promote the value of personal interactions requires more than cognitive power, it requires understanding of emotions in leaders and teams (i.e., understanding of emotional intelligence). Research shows that emotional intelligence can act as chief determining factor by its ability to impact performance outcomes in organizations; in particular those which involve successful negotiation, cohesion, and collaboration (Kerr et al., 2006). Emotional self-awareness helps to improve an individual's ability to negotiate, compromise, and seek the best alternatives that yield positive results (Xavier, 2005). In this context, positive inquiry is an excellent technique to opt for. Research suggests that when developing and using potentials crucial for organizational effectiveness, managers with high emotional intelligence obtain results from employees that are beyond expectations (Chen, Jacobs, & Spencer, 1998). It is not surprising that successful organizational leaders will choose appreciative inquiry in their motivational programs.

Research studies extend the finding that emotionally intelligent leadership is a factor in creating encouraging conditions for the employees in the workplace which helps to maximize their potential (Yoder, 2005). EI in leaders, the performance of an organization, and the organizational culture are related definitely (Yoder, 2005). An organization that has leadership with strong EI competencies has a climate in which individuals are empowered and seek to succeed collectively. According to Yoder, EI competencies help to elicit leadership qualities in every employee. Such qualities are those that when present may also lead to successful Personnel Development programs. When a successful leader develops similar qualities within others; be his/her colleagues or subordinates, we come to observe the effect of application of EI principles. It relates to the findings of Putnam (2010) and Patti, Holzer, Stern and Brackett's (2012) which argues about EI as a change agent as vital to successful Personnel Development programme. The ability to forge relationships for the purpose of creating an environment favorable to teamwork and collaboration is important as collaboration was shown to be a factor for a successful PD program (Altun & Cenzig, 2012; Archibald et al., 2011; Blank, 2013; Ghamrawi, 2013; Lutrick & Szabo, 2012).

Emotional intelligence, searches for a person's strengths and uses them tactfully which helps in developing effectiveness in an employee's output. Once the employee becomes aware of his strengths, it leads to co-creation of values, understanding external opportunities and respond to them in a constructive and positive manner. This can be methodically done through the process of appreciative inquiry. Since the technique focuses on searching strength and positivity in an individual, with the help of appreciative inquiry there is an exponential growth.

The process of inquiry involves in AI practice is the collection of "stories" from system members and other stakeholders about their best experiences with the organization. (Cooperrider & Whitney, 1999; Ludema, Cooperrider, & Barrett, 2000). This is supposed to occur during the discovery phase. People are asked to share their personal experience of the "affirmative topic" (i.e., the focus of the inquiry) at its best (e.g., their best work experience, their best experience of teamwork, their best customer satisfaction experience). The importance of narrative to processes of organizing has been stressed by Some AI theorists like Gergen (1994), who describes organizational life as a narrative, where sharing positive

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experiences along with its 'feel good' factor strengthens organization. Organizations make themselves approachable to their members and stakeholders through stories they tell (Ludema, 2002), and members make sense of their experience in organizations, both personal and interpersonal, through the stories they tell each other (Bushe, 2001a). It also has existential implication. When a person learns to explore and has an insight about his inner strength, he will be to empathize more with his surroundings. This in turn will make his achievement and life as a whole more meaningful with a sense of completion. In the language of Gestalt therapy, other methods of interventions make things figural. AI, however, is a totally different approach, which creates a 'ground' that 'displays' organizational achievement and success in a new light.

Since the essence of appreciative inquiry is to focus on positive and growth oriented aspects of an individual, it can be used in an excellent manner to examine and promote emotional intelligence of members of any organization. Empathising with co-workers definitely creates a positive work environment, cooperation and engagement on the part of the employees (Chakraborty and Ganguly, 2019). It is also the other way round as the emotionally intelligent leaders in organizations are more prone to use appreciative inquiry for developing interpersonal relationship.

Figure 3. The SOAR (Strengths, Opportunities, Aspirations, Results) framework
Source: Adopted from Stavros, Cooperrider, and Kelley (2007)

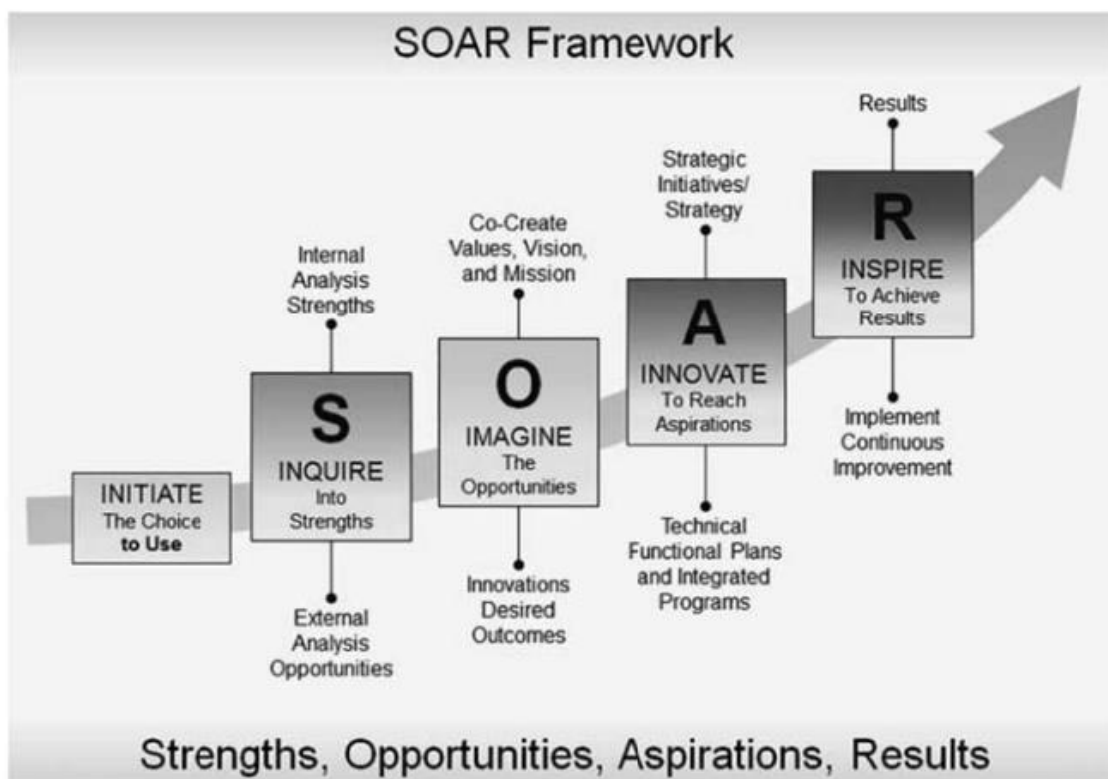


Figure 4. Strategic inquiry–appreciative intent: inspiration to soar
 Source: Cole, Cox & Stavros (2019).

Planning processes	SOAR elements	SOAR activities
Strategic inquiry	Strengths	What are we doing well? What are our greatest assets?
	Opportunities	What are the best possible market opportunities? How do we best partner with others?
Appreciative intent	Aspirations	To what do we aspire? What is our preferred future?
	Results	What are the measurable results? What do we want to be known for?

Note. SOAR = strengths, opportunities, aspirations, results.

These figures clearly indicate the essence of using AI which lurks into hope and other positive emotions of the individuals instead of digging into their weakness and threat (as is implied in SWOT analysis). Therefore, an individual will definitely feel more secured and content in an organizational climate where this technique is in practice.

Yoder (2003) combined the concept of emotional intelligence and appreciative inquiry to explore how emotionally intelligent leadership may affect organizational climate. He attempted to compare the 4D cycle of appreciative inquiry with the models of emotional intelligence: the discovery phase is comparable to self awareness, dream phase is comparable to self management, design phase is comparable to social awareness and destiny phase is comparable to relationship management.

CONCLUSION

Appreciative inquiry is closely related to positive psychology. It emphasizes growth and realization of potential and promotes the production and work culture of any organization, from educational institution to commercial industry; from health care institutes to community services. In essence it is gradually becoming inevitable in human resource development. It is a research technique as well as a training method, which is based on a system of philosophy, directed towards a better future. Moreover, since this technique provides more emotional security; it is also able to look after the mental health issues of an individual in different organizational set up. Especially, in the present era of virtual world where there is very limited scope for developing humane qualities, appreciative inquiry opens a horizon for producing a judicious blend of tradition and modernization in interpersonal relationship. It can be rightfully assumed

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that in near future this technique will replace the traditional organizational training system and will definitely fulfil the research purpose in organizational field involving growth and situational demands.

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Chapter 7

Appreciative Inquiry and Mental Health Improvement: A Review on Applicative Potential at Individual Level

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ABSTRACT

Appreciative inquiry is an ‘asset-based’ approach that focuses on the positive things of life. Through its 4D cycle and principles it generates transformation of organization. AI when practiced goes through 4D cycle of discovery, dream, design, and destiny. An individual gets the scope to rediscover and reorganize when passing through these four phases. This liberates the mind through exploration and introspection. Interventions of AI even clarify the ‘shadow’ area of the human mind. The chapter tries to establish AI as a potential tool that can be used at individual level to aid in up gradation of mental health awareness through reviewing existing literature in this field.

INTRODUCTION AND CONCEPT OF APPRECIATIVE INQUIRY

The concept of appreciative inquiry was propounded by Cooperrider and Srivastava in 1986 but it has its origin in the theory of social constructionism (Berger & Luckmann, 1966). David Cooperrider conducted his doctoral study on physicians engaged in leadership position at United States medical centre. They were asked to tell stories about their victories and failures (Cram, 2010). Coghlan et al, (2003) in their research article mentioned that “He was amazed at the level of positive cooperation, innovation, and egalitarian governance when they were at their most effective”. This led Cooperrider and his guide Dr. Srivastava to think that emphasis upon the strength and positive sides of an organization can be transitional based on the logic that “organizations move toward what they study” (Cooperrider, Whitney &

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Stavros, 2003). This process of AI involves 4D cycle of discovery, dream and design to shape the future and effort to transform the destiny (Whitney & Trosten-Bloom, 2003). Culture of employee engagement can be built, and it should be fabricated through the tenacious efforts of managers and leaders in the organization, deliberate efforts can be made to build culture, positive work environment leads to positive outcome of performance (Chakraborty & Ganguly, 2019).

Conventional approaches in order to bring organizational changes were criticized by many researchers, then this new approach came into being which included both social and psychological perspective (Gergen 1982, Gergen 1990, Bushe & Coetzer 1995). Appreciative inquiry is research method which focuses on organizational change through positive attributions i. e. appreciative inquiry emphasizes on exploring the strength of the organization in lieu of weakness for its growth and prosperity. In the recent past the application of appreciative inquiry in the organizations has grown brilliantly (Dick, 2004).

BACKGROUND

Appreciative inquiry was created to provide an unconventional approach to solve organizational problem and was an alternative for problem solving approach (Beattie, 2018). Problem solving method mostly deals and focuses on what is not doing well or wrong in the organization, whereas appreciative inquiry deals and encourages the positive things as capable components behind organizational development. Watkins et al (2016) described appreciative inquiry as an efficient tool to change social system. They also depicted that it is also capable of bringing change in complex human world. According to Bushe (2007) the method of appreciative inquiry is not only limited to positive characteristics but a pursuit of novel ideas, theories, models that discover and manifest cumulative desires. Many researchers also commented that AI should not just merely be treated as a tool for organizational development but an ideology and inclination which can reform and reshape primarily the process of organization learning, design and development (Watkins & Mohr 2001). AI is more about “both a philosophy and a worldview, with particular principles and assumptions and a structured set of core processes and practices for engaging people in identifying and co creating an organization’s future” (Coughlan et al, 2003). The applicative potentials of AI are vast. The method and principles of appreciative inquiry were thoroughly investigated by many researchers. For example- Van Buskirk (2002) conducted his research on urban catholic schools and found satisfactory transformational results. AI was proved to be useful even in enhancing personal relations (Klem, 2005) of the individuals. Kaye et al (2008) in their research also explained that AI interventions provides the opportunity to its participants -to explore and depict the best experiences of life, assessment of life giving components and to express the tales of their personal eminence. Laertius & Yonge, (2006) described that AI principles are reinforced by the psychology of adult development through introspection or knowing oneself and actualizing one’s innate strengths. These avenues of self reflections through narrations become the pillar for transformation even at individual level. Appreciating the good things in life, being content, grateful and interpersonal resilience improves one’s sense of well being. These factors can even contribute positively towards the improvement of participant’s mental health.

CONNECTION BETWEEN APPRECIATIVE INQUIRY AND POSITIVE PSYCHOLOGY

Positive psychology is another approach which also emphasizes on the strength instead of the weakness to study human behaviour, thoughts and actions more systematically. Positive psychology started its journey with Martin Seligman (2003). Positive psychology focuses on happiness, joy, gratitude, resilience, compassion, inspiration etc. Peterson and Park (2014) defined “Positive psychology is the scientific study of what makes life most worth living”. The outlook of positive psychology is optimistic in nature. Peterson (2003) articulated that this leads to the accomplishments of the desired and relevant circumstances. According to Seligman “The field of positive psychology at the subjective level is about positive subjective experience: well-being and satisfaction (past); flow, joy, the sensual pleasures, and happiness (present); and constructive cognitions about the future—optimism, hope, and faith” (2005). This psychological approach also works on individual as well as in ‘group level’. There it functions as civic righteousness and institutions which encourages individuals towards better “citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic” (Seligman, 2003). Just like positive psychology appreciative inquiry also is optimistic in nature thoroughly focusing on the positive aspects of what is doing well and doing more of it. Many researchers have suggested that appreciative inquiry approach is influenced by the concept of positive psychology (Seligman et al, 2005). Kobau et al (2011) in their research promoted the importance of mental health in public health. To conduct the research they focused on the principles of positive psychology. They concentrated on positive attitudes, psychological capital and strength of the individuals and how these factors can contribute towards the growth as a whole. They found that positive emotions has multidisciplinary effect on improving the overall well being of human life starting from physical health, professional endeavors, family and financial conditions. This asset based approach of positive psychology can be used to boost up resilience and promoting mental health.

Positive psychology and AI both disciplines deal with appreciation of the present situation, which incorporates gratitude, resilience, optimism and hope. The psychology of appreciation or being grateful to the things a person have is closely associated with both the fields. Positive psychology gives way to progress in a manner where pivotal point is optimism. Appreciative inquiry also gives the opportunity to liberate one’s own desire and thought to bring a dynamic change. To describe the process of positive psychology Seligman referred that “there are human strengths that act as buffers against mental illness: courage, future-mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, perseverance, the capacity for flow and insight, to name several. Much of the task of prevention in this new century will be to create a science of human strength whose mission will be to understand and learn how to foster these virtues in young people.” (2003). AI can be regarded as that ‘science of human strength’. Therefore the synergy between positive psychology and appreciative inquiry can bring about a dynamic change in the promotion of importance of mental health and its awareness.

The aim of this article is to establish AI as an efficient positive approach for the improvement of mental health among individuals through transformation. This will also try to decipher how appreciative inquiry can be coupled with other existing intervention of the same field for the above said purpose.

APPRECIATIVE INQUIRY AND MENTAL HEALTH

Appreciative Inquiry (AI) is an approach to organizational change, or more generally- a change in human systems, which has gained increasing popularity among practitioners and has sparked the interest of the academic community over the last 20 years (Whitney & Trosten-Bloom, 2003). David Cooperrider and Suresh Srivastava developed the theory of AI in the year of 1986 for his doctoral dissertation. Hence, the most often cited definition of AI is that of Cooperrider, Whitney and Stavros (2003):

Appreciate Inquiry is the cooperative, co-evolutionary search for the best in people, their organizations, and the world around them ... AI involves the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. (Cooperrider, Whitney & Stavros, 2003)

Coghlan, Preskill and Catsambas (2003) describe AI as “both a philosophy and a worldview, with particular principles and assumptions and a structured set of core processes and practices for engaging people in identifying and co-creating an organization’s future.” AI has been described by observers in several ways such as: a paradigm of conscious evolution geared for realities of the new century (Hubbard, 1998); as an offspring and “heir” to Maslow’s vision of a positive social science (Chin, 1998; Curran, 1991); as the most important advance in action research (Bushe, 1991) and so on.

A study done by Clossey, Mehnert and Silva (2011), showed that AI has been found to facilitate recovery in mental illness, as it empowers individuals and creates a supportive, client-centered environment. AI seeks to overshadow “what went wrong and who is at fault” and focus on “what can be done to make things better”. This creates an environment which enables an individual to discover, dream, design and deliver their desired behaviour. In a study conducted by Julia L. Hennessy (2014) discusses and explores the possibility of AI being a research tool for mental health services. In this four-stage model, each stage has its respective inquiry (Cooperrider, Whitney & Stavros, 2003; Whitney & Trosten-Bloom, 2003):

- **Discovery:** Questions asked here are: “What gives life? What is good about our past and present?” This stage focuses on discovering and valuing what the organization already has.
- **Dream:** It involves envisioning what might be to what has already been discovered.
- **Design:** Based on the previous stage, organization members identify which ones of their stories and dreams will be transferred into reality.
- **Destiny:** Here, the organizational members collectively commit to and set out to create what they desire.

There are five core principles of AI:

- **The Constructionist Principle:** Organizations are human constructions, that is, organization’s reality is constructed by the questions people ask.
- **The Simultaneity Principle:** Change begins the moment the present is questioned. These questions become the stories out of which the future is conceived, discussed and constructed.
- **The Poetic Principle:** Like a poem, the organization’s past, present and future are endless sources of learning, inspiration and interpretation.

- **The Anticipatory Principle:** One's present behaviour is influenced by the future anticipation. The more positive and hopeful the future image is, the more positive the present action will be.
- **The Positive Principle:** The more positive the questions are used to guide a change process, the longer lasting and effective the change becomes.

Researchers have shown that positive imagery evokes positive emotions and positive emotions move people towards a choice for positive actions (D.L. Cooperrider, Whitney & Stavros, 2008). To achieve positive imagery, it is important that every individual in the organizational team has a positive and balance mental health state. In a study of teams, it has been shown that cognition dominated by negative imagery proved to be an impediment in the teams' performance (D. Cooperrider, 2000). AI is a powerful way to change an organization's cognition from being negative to being generative and creative (Bushe, 2000). It is so because AI views organizations as living human systems and change is done by the process of cognitive shift (Nilakant & Ramnarayan, 2006); Lewis, Passmore, & Cantore, 2008). AI does not revolve around hiding or fixing the weaknesses. It rather focuses on strengthening the areas of strength and promoting positive change.

Mental health is not referred to as the absence of any mental illness but to our emotional, psychological and social well-being. In 2011, a case study conducted by Lea Waters and Mathew White was done on K-12 private boys' school in Australia. The aim of this study was to study the effect of implementation of a strategic plan of fostering student well-being. This school established a three-year old strategic plan where the goal was to build a dynamic and comprehensive wellbeing program for its students. The Senior Leadership Team (SLT) decided to adopt AI as a guiding approach to develop, implement and monitor this wellbeing strategy in the school. Towards the end of the three-year old plan, several changes took place, such as:

- A positive psychology interest group was formed which brought together 70 people across the school who didn't have much contact due to role difference and geographical separation.
- At the first parent-teacher meeting for senior years, every student's mentor discussed on the student's well-being, character development and academic accomplishment.
- The Physical Education Department volunteered to start weekly well-being activities such as yoga, mindfulness, and Tai Chi.
- The teachers and counselors started working together towards a common goal of boosting students' wellbeing, and so on.

These findings show that when members of the organization unite to work around an appreciate topic, it breaks down traditional barriers and promotes mental health.

A study done by Anthony Scerri, Anthea Innes and Charles Scerri (2016) investigated the results of using method of AI in dementia patients in hospital wards. AI was used to implement the person-centered dementia care in the hospital. Since life is challenging and difficult for not only the individual with dementia but also for the doctor, nurses and staff members, this study implements a number of action plans in accordance to AI. Using AI approach, the staff attitudes towards individuals with dementia improved. Furthermore, inter-professional collaboration was also enhanced. Engaging in AI workshops not only brought big positive changes in the organization in hospital wards, but also small changes in staff practices were observed and noted.

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Another study done by Jaclynn L. Glasgow (2008) aimed to discover successful teaching practices of a low socio-economic elementary school that met the standards of excellence. One of the methods used for this qualitative study was the AI method for discovering positive aspect of this organization. As stated by Thatchenkery (1999), AI seeks to discover and heighten the “life-giving-forces”. AI is a team learning method where the participants are brought together to bring about a positive change. The findings of this research suggested that AI has the “potential” to change teachers’ educational practices and empower the participants and spark a new vision of hope, optimism and a passion for teaching.

“AI emphasizes empowerment and encourages participants to see their organization as a community that can envision and create a positive future, emphasizes that are compatible with the philosophical stance of the recovery model.” (Clossy et al, 2011, p-261). It is a process which encourages the appreciation of things which add values to human system while functioning at their best. It enables analysis of strength, success, values and aspiration at individual as well as in organizational level through asking questions or narrative storytelling. It emphasizes that human being alone and collectively has distinctive virtues and skills which can lead to a better subjective world through moving away from problems and concentrating more on the relevant positive ideas and imaginations (Moore, 2008).

According to World Health Organization (WHO, 2014) mental health is “... a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. Medilexicon’s medical dictionary defines mental health as “Emotional, behavioral, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one’s instinctual drives acceptable to both oneself and one’s social milieu; an appropriate balance of love, work, and leisure pursuits.” Nordqvist (2017) in an online article described that mental health is a combination of an individual’s cognitive, behavioural and emotional well being. It comprises of how an individual ‘think, feel and behave’.

AI helps in bringing a positive change in organizational structure utilizing its resources. This is done through structured or semi structured interviews of the participants. Participants explore themselves as well as the situations through the different stages of 4D cycle of Discovery, Dream, Design and Delivery or Destiny. Passing through each phase of this cycle an individual can also re-discover himself and his internal motivation is increased through unleashing the facts that he can dream, design and implement to bring about a significant positive change in his life. This process of self discovery is very important for improving the mental health of any individual. Hennessy & Hughes (2014) in their research described the utility and challenges of AI. They investigated that AI can be used as a research tool for mental health services due to its transforming nature. They also said that it can bring positive changes in mental health consumers. Bushe (2010) described AI as a life giving process. “AI builds on and amplifies this natural tendency by explicitly inviting people to collectively inquire into their system’s life-giving properties and positive anticipatory images of their common future. AI theorists argue that while engaging in these joint activities people are building new generative connections that bring a feeling of joy, aliveness, hope, caring, and potential, leading people to create more and new things without being told or asked to do so” (Verleysen et al, 2015, p-5). This explanations along with the operative principles of AI implies that if it is properly administered it can play a pivotal role in upgrading the mental health of individuals. Acosta & Douthwaite (2005) in their research concluded that interview sessions of AI gives participants the opportunity and freedom to express their positive experience and contribution making them more confident in empowering a difference. The storytelling sessions teaches appreciation of human values and potential as important notion for changes. They also depicted that AI helps in building

a strong self image and enables the individual to be achievement oriented through its existing principles and cycles as it transforms the best past into effective present and future. The positive approach of AI also contributes in self-organization (Bushe & Kassam, 2005) which can boost up the mental health at individual level. According to Chakraborty & Mishra (2019) exercising AI in individual level creates self motivation, liberated attitude, effective learning. This attributes makes a person more intrusive in their search for strength and optimism which makes them more successful and creative in life. From the existing literature of this field it can be said that AI interventions are extremely useful for improving mental health of an individual collectively as it unleash the hidden motivation to do better in life as well as improving coping strategies. Thus along with the organizational development, application AI interventions in upgrading the mental health at individual level can be proved to be beneficial and must practiced elaborately.

APPRETIAVE INQUIRY AND SHADOW AREAS OF HUMAN PERSONALITY

Karl Jung (1968) deciphered that there are certain trait among individuals which they tend to deny or do not accept. In his terms shadow is “everything that the subject refuses to acknowledge about himself, for instance, inferior traits of character and other incompatible tendencies” (p. 284). Kolodziejski (2004) in her doctoral research explored the concept of shadow more meticulously at different arenas of inter-intra personal, group and organizational level. She expressed shadow “as that which is feared and suppressed, that which is considered inappropriate and shunned, that which is unbearable to hold consciously and denied” (p. 64). She also described shadow as a broad spectrum of hidden desires and cognition starting from suppressed potentials capabilities to insubstantial emotions. It includes both positive and negative characteristics to be identified by self or others. Sometimes the concept of shadow is misinterpreted as negative action but is just the byproduct of the same. AI mostly focuses on strength which in turn creates awareness within the individual regarding their own potentiality hidden in the shadow area (Fitzgerald et al., 2010). AI can reveal the repressed strength of an individual justifying the differences which paves the way for their individual development. The measurements of AI can also be used to uncover the shadow area of human mind to bring it into light through transformations.

THE TRANSFORMATIVE ASPECT OF APPRECIATIVE INQUIRY

Many researchers have successfully proved that appreciative inquiry can create and transform changes at both organizational and individual level. It imparts transformational learning. This transformative nature of Cooperrider’s AI has some similarities with Mezirow’s (2000) components of transformative learning. “Mezirow (2000, p. 22) suggested that transformation usually occurs in some form of the following 10 stages: 1.A disorienting dilemma 2.Self examination with feelings of fear, anger, guilt, or shame 3.A critical assessment of assumptions 4. Recognition that one’s discontent and the process of transformation are shared 5. Exploration of options for new roles, relationships, and actions 6. Planning a course of action 7. Acquiring knowledge and skills for implementing one’s plans 8. Provisional trying of new roles 9. Building competence and self-confidence in new roles and relationships 10. A reintegration into one’s life of conditions dictated by one’s new perspective” (kaye et al, 2008, p- 635-636). Mezirow concentrated on desynchronizing dilemma. Based on which Allen (2007) wrote that,

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abashment of dilemma enables an individual to perceive himself, the world and personal relationship in better polarized manner. Reduced confusion enables an individual to make better decision; they become more constructive by using the cues of excellence from their past life. The proper execution of AI can also modify a person internally. Being an action oriented approach AI allows a person to introspect and be a responsible part for future success. Denovan et al (2007) illuminated the complementary nature of both AI and transformative learning for human growth. Both disciplines allows self reflection through narratives and stories which leads to transformation by digging out the positive strength and aspiration which may work in positive direction towards uplifting the mental health of an individual. Barrett (1995) suggested that 'appreciative approach' is an ability to perceive life beyond its existing problems. In this context Fredrickson et al (2003) reported that positive emotions prevent depression and helps in building optimism, resilience and improves relationship. It enhances individual well being, and AI focuses mostly on positive aspects of life which in a nutshell can be narrated as 'assess'.

FEW RESEARCHES DONE ON MENTAL HEALTH USING THE INTERVENTION OF APPRECIATIVE INQUIRY

The researches on AI were more focused on organizational development and collective improvement. It is a strength based method, which encourages and explores positive feedbacks by contributor (Reed 2006, Reed *et al.* 2008). However, by using the methods and principle of AI benefit at individual level can also be ensured as it allows one individual to liberate his thought and actions. This process is can be considered fundamental by psychologists to improve the mental health of any person.

Shiner et al (2008) also used appreciative inquiry method to improvise the well being of the patients with severe mental illness which impairs the overall functioning of an individual. It was a health promotion programme of the persons with severe mental illness. Semi structured qualitative interviews were conducted using AI principles. Participants had severe mental illness like chronic major depression, bipolar mood disorder and some were under the spectrum of schizophrenia. The interviews were conducted regarding their positive experiences about the IN SHAPE programme, the subjective quality most which were most appreciated and considered important for the success of the programme. They were also encouraged to share their views on core components and suggestions for the betterment of the programme .The interviews were recorded and transcribed. The result vividly reported that the In SHAPE programme and interventions of AI helped them to focus on a healthier life style, which most of the patients with severe mental disorder ignores. Through the interviews of AI it was established from their perspective that exercise, social interaction and boosting up self confidence aided the individuals suffering from severe mental disorders and it also paved their way towards physical as well as psychological well-being.

Moyle et al (2010) conducted their research on old age population to measure their mental well being through resilience. They applied multinational appreciative inquiry approach to study these parameters. The participants were from Germany, Australia, UK and South Africa. The minimum age of the participants was restricted to 65 years. Present researchers followed the 4D method (Discover, Dream, Design, Delivery) developed by Cooperrider et al (2003) for appreciative inquiry. This study shows us that instead of concentrating on negative sides of life mental health can also be improved through focusing on the positive aspects. The results based on the interview of the respondents revealed that being active through various brain gym, healthy family set up, social connection, community get together, more responsibil-

ity, self determination improves mental health of the elderly people and keeps them satisfied in life. Allen (2008) also supported that old age people can maintain their well being based on active life style, spending time with grand children, through exercising, volunteering in social activities etc. Resilience was proven as key factor behind well being of older people in both the studies.

Bonham E. (2011) explored the 4D model of appreciative inquiry in his research upon the youth offenders. Amalgamation of impulsive behaviour expectations influenced by culture was observed among the subjects. The detained youth under juvenile justice system were summoned to find openings to express their own stories and life experiences that can make their future better. The qualitative nature of interview pattern and stories were analysed with the help of 4D cycle Cooperrider & Whitney, 2001). The result proved to be beneficial for juvenile offenders as they were able to perceive self empowerment and envision positive changes in their life.

Daskivich et al (2015) conducted their research on a group of physicians. Whether in training or in practice this community faces a lot of psychological troubles in terms of stress, depression and anxiety resulting in increased number of the suicidal cases. The objective of the research was to find out and impart available current strength or resources by the trainee and residents physicians to enhance their sense of well being and establish a stress free functional learning environment. The ACGME Council of Review Committee Residents comprising of 29 participants conducted an appreciative inquiry session. The focus was to find available resources, envisage constructive learning environment to aid in wellness, to modify the existing infrastructure to help in that process of improvement. The suggestions were analysed and common point of concern were indentified. The result which came out through appreciative inquiry suggested that interventions like more awareness in the areas of stress and depression management, treating depression with care, thorough guidance by senior members, supportive work culture and more knowledge about mental health area of depression and stress management can lead to better well being of the resident/ trainee physicians. Considering this profession as both rewarding and challenging the tangible goals reached through appreciative inquiry had all the potential to deal with the mental trauma of the resident physicians.

From the above cited researches it is evident that AI has all the potential to be used as a tool for generating awareness about self and re-discovering it. These features of AI can be a boon in the mental research areas if executed thoroughly. But, unfortunately very fewer studies were carried out by the researchers at individual level. This article can highlight the need and usefulness of AI to enhance the mental health at individual and group level. More relevant researches in this area are required.

Though AI being practiced as an 'asset-based' approach and its benefits were highly appreciated by many researchers, still its pitfalls were also discussed by some. One of the customary disadvantages of this approach is that it completely ignores the shadows or problems. In this context Ellis & Davidi (2005) commented that learning experiences from both success and failures enables a person to modify his mental models. Thus, it may be said that focusing on some negative points are also important sometimes depending upon the need of the situation.

CONCLUSION

Appreciative Inquiry is such a domain which follows the path of positivity. Embracing positive approach can solve a lot of existing problems of human life. The process of AI is pain free in nature, thus it has an in build essence of happiness. It focuses on the successful experiences of the past to make the future

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better. Acknowledging and being grateful towards the events of life brings the sense of accomplishment in individual which in turn is capable of enhancing one's overall well being. In this context the work of Froh et al (2008) is very relevant. They conducted a study on the role of 'counting blessings' in terms of gratitude to enhance the subjective well being of the adolescents. The result of the research suggested that being grateful or having a positive outlook towards life is associated with satisfaction in life and it also helps in reducing negative experiences.

Implications

In this paper an attempt was made to prove AI as an important approach to improve the mental health of an individual. The success stories of AI as a potential factor for the organizational transformations and development are plenty in number. However, the process of AI includes participant and gives them the opportunity to explore their inner qualities, strength which can boost their motivation and confidence (Chakraborty & Mishra, 2019). Thus, this approach of AI must be practiced more in mental health improvement at individual and group level. Unfortunately elaborative researches are yet to be done in numbers. This paper further points out the need for more researches on this field. The present article also suggests a relevant area of research by exploring the effect of exercising different model and principles AI to improve or upgrade mental health at individual level. For example, is the adherence of action towards positive changes remained intact after the intervention of AI got over? This approach is capable of bringing a dynamic change in the arena of mental health awareness.

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Chapter 8

Discovering the Root Causes of Success: The Strength-Based Approach In Organisational Development

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ABSTRACT

Inspired from the movement of positive psychology, appreciative inquiry (AI) contributed immensely and continues to do so in organisational development (OD) from every aspect. As it is driven by the strength-based possibility-focused thinking approach, rather than the deficit thinking approach of problem solving inquiry method, appreciative inquiry helps in creating an overall positive environment in the organisation (practice of positive OD). The scope of appreciative inquiry, thus, is not only limited to organisational problem diagnosis and therapeutic realm, but has also spread out its wings in communication and relation building, change management, development programmes, and many more. This chapter, hence, has tried to emphasise and briefly discuss appreciative inquiry's vast scope, contribution, and positive approach in the sphere of organisational development.

INTRODUCTION

Appreciative inquiry, propounded by Cooperrider and Srivastva (1987), is defined as “*the cooperative search for the best in people, their organisations, and the world around them*” (Cooperrider & Whitney, 1999). Cooperrider and Srivastva (1987) described AI as more than a mere development tool for any organisation; they conceptualised it as the action research that can contribute in creating and facilitating new learning, research design and development and theories within organisational context.

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Appreciative Inquiry, commonly abbreviated as AI, is the technique to work toward change management with any group of human, meeting the criteria of being member of any social organisation. This social organisation can be comprised of both commercial and non-commercial type, such as- small business venture, large corporate industry, community based, education sector, non profit centres, family group, etc. Instead on focusing on the negative aspect of something, or to say what has gone wrong so far, AI fundamentally concentrates on the positive sides of the system. Thus, AI is the tool to learn from and inquire about the existing or earlier work approach that has been observed as best for the system. Appreciative inquiry also functions for effective conflict management and planning development for the organisation.

BACKGROUND: HISTORICAL FOUNDATION OF APPRECIATIVE INQUIRY

The history of AI dates back to the period of 1980, when Cooperrider was a doctoral research student at USA's Case Western Reserve University. He initiated his work with a local organisation to find out "*What is wrong with human size of the organisation?*" (Watkins & Mohr, 2001); instead he observed high efficiency, effectiveness and positive outlook toward innovation. This findings made Cooperrider and his supervisor Srivastva change the study approach and focus on analysis to determine the factors of positive function within the organisation, as observed from earlier data.

However, the theory regarding the origin of Appreciative Inquiry consists of diversified descriptions. One of which suggests that AI's conceptual framework has its origin associated with the early works of E.W. Deming. Deming's robust work on organisational development, post World War II era, in the fields of management, industrial production, research and development in terms of lifelong knowledge building, learning and improvement along with effective change seeking person-centered approach and "*win-win*" perspective towards conflicting situations have paved the way to create plinth for Appreciative Inquiry as one of the positive approach to manage human resource system in the organisation.

In this context, industrial organisations are the first to adopt and practice appreciative inquiry to study positive human interactions and the resource progress system approach. Appreciative inquiry primarily provides, the fellow members of any organisation, the platform for effective engagement to contribute in its progress. Hence, mostly organisations of all kind, be it profit-making commercial, community-based, or charitable and non-profit making, have perpetually used AI as an efficient tool for member/ employee engagement and overall organisational development.

EVOLUTION OF AI IN PRACTISING OD INTERVENTION

The origin of appreciative inquiry can be traced in the doctoral project of Cooperrider under Srivastva, which started in 1979, and since then its practice has evolved as one the most popular tool of developmental intervention in organisations. It all began when Cooperrider became an intern at the Cleveland Clinic. Working as a part of the research project on physician leadership, Cooperrider's task was to interview physician leaders throughout the organisation. While conducting those interviews, Cooperrider gained more and more interest in the organisational governance process. The data collection initially focused on the problematic issues of the organisation. But as the study proceeded and Cooperrider began gain-

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ing interest in the positive aspects of the organisation process, Srivastva encouraged his young student to be more focused on the positive and developmental perspective within the organisation rather than the problems.

As a part of his research and internship project, Cooperrider presented the emerging themes as analysed from the collected interview, stating that instead of focusing on problem concerns his approach had concentrated on the vital positive aspects that imparted life in managing an extraordinary organisational system of Cleveland Clinic. Cooperrider's work presentation and report generated much interest and appreciation; and soon this approach became a center of attention in organisational behaviour realm. Thus, with support of his supervisor, Cooperrider began formulating the theory of '*Egalitarian Organisation*' in the sphere of organisational behaviour (Cooperrider & Srivastva, 1986).

Cooperrider was greatly influenced by Rader's (1979) work on '*communities of interpretation (science) and appreciation (art)*' (Bushe, 2012). With his further study and understanding of Rader's work, Cooperrider thought of bringing these two concepts (interpretation and appreciation) together as an emerging framework for egalitarian organisation. In 1984, with this perspective in mind, Cooperrider presented his concept for the first time at the Academy of Management, where he spoke about viewing organisations as the mysteries that need to be appreciated rather than problems to be solved. However, at this initial stage his views were not taken seriously, and were laughed at. But by this time Cooperrider had well understood his area of work interest, which had shifted its paradigm from the structure of organisational design and governance to that of overall functioning and positive inquiry approach.

Next year, that was in 1985, at the organisational development (OD) Network Conference in San Francisco, Cooperrider again presented his notion and this time clearly conceptualised it as Appreciative Inquiry. This time the presentation became successful in creating positive outcome. The OD practitioners who attended the conference took a considerable amount of interest in this new philosophy, which seem to be significantly different from the conventional problem solving method. Hence, a new philosophy evolved in the sector of OD intervention; and along with further researches, since late 1980 onward, AI gradually established a firm hold as a crisis management and intervention technique for development of the organisations.

RESEARCHES ON AI

The birthplace of appreciative inquiry in true sense is Cleveland. As it all started with the internship project of Cooperrider in 1979 at Cleveland Clinic, the first major research on AI also took place in Cleveland when John Carter from Gestalt Institute of Cleveland took the initiative to train employees in interviewing other employees in organisations from various locations. During the research process wide range of inquiry conducted through interview technique with 600 participants within a short span of time. The data was used not only for further training process, but was also considered as one of the landmark idea in the field of AI intervention for organisation development (Carter & Johnson, 1999).

However, in 1995 Cooperrider presented his argument that quantification or the objective approach is not the only valid form of research and development in social or organisational sectors. The logical view put forward by Cooperrider, Barrett and Srivastva (1995) on organisational inquiry as one of the most positive and possibility seeking approach in OD intervention further led to the foundation of Social Innovation in Global Management (SIGMA) research study.

It is noteworthy that not only in the sectors of organisational development, but in the spheres of other research and development areas also AI has produced significant effect. For example, in the area of placebo effect studies it has been observed that the patients showed marked improvement in physiological, emotional and other related psychological conditions when they believed about their consumption of effective medicines (Blease & Kirsch, 2016).

Similarly in the realm of Pygmalion effect studies also the concept of AI has contributed significantly (Rubin & Rosenthal, 1978). In one of such studies conducted by Rosenthal (1994) to understand the Pygmalion effect in the classroom environment, the AI concept of being a strength-based approach has been well depicted. Pygmalion effect suggests that the feedback and expectations of significant others considerably effect the image and performance of the individual; hence, the positive and possibility oriented feedback helps in improvement. To test the concept, researcher selected students and randomly divided them into two subgroups. Then the teachers were given feedback about each group where one of the group was labeled as bright and the other was labelled as poor performers. It was observed that within a single semester the group labeled as poor was performing poorly, whereas the bright group was working more hard to achieve more success.

Furthermore, AI approach has proven to be equally effective in the field of sports psychology. The trend in recent researches in the area of sports training confirmed the notion strength-based of AI that the shifting focus on positive aspects yield better result by enhancing performance behaviour of the sports person, rather than the deficit-based problem focused training approach of understanding what has been done incorrectly. Thus, a possibility driven approach of affirmation helps the sports person to focus on and prepare self for something, which the mind can imagine as an achievable goal (Scholes, 2016; Bertram, Culver & Gilbert, 2016).

All these researches conducted since last three decades almost, henceforth, have successfully demonstrated that how AI has evolved and subsequently occupied an important place in the fields of organisational development, crisis intervention, change management, coaching, learning, training and performance enhancement.

ORGANISATIONAL REQUISITES FOR PRATICING AI

Bushe (2011) termed AI as the “*first post Lewinian organisational development (OD) method*” that actually functions outside the paradigm of Lewinian concept (Bushe & Marshak, 2009), and follows theory of social construction (Gergen, 1978; 2009). Nevertheless, to implement AI as a tool for change and growth, organisations, irrespective of its kind and size, need to have clarity regarding the basic requisites. Bushe (1998) suggested three major pointers as requisites for any organisation for using appreciative inquiry, which are mentioned below:

1. **Internal Confidential Dialogue:** Every organisation comprised of its own inner understanding between the members, which is confidential and generally undiscussable in official meets. This mutual and implicit level of dialogic exchange and understanding is, thus, termed as the ‘*Internal Confidential Dialogue*’.
2. **Internal Dialogue as Organisational Force:** It is equally important to understand the power of the inner confidential dialogues; they can actually attribute to the stabilisation of force or the failure in progress for any organisation. For example, if negativity has been induced in these internal dialogues

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of the organisation, that can become the negative driving force for the particular organisation. This negative force, in turn, can lead to dissatisfaction and disengagement among the employees/ members, which further can cause organisational system failure. Hence, AI recommends and takes care to/ of spreading and exchanging the genuine, optimistic and positive dialogues within the organisation.

3. **Dialogues Created Through Communication:** These inner dialogues are majorly created through the internal communications among/ of the members, in terms of how they narrate, rationalise and infer any incident or decision within organisational context. AI, therefore, creates a common platform or a kind of open forum for the organisational members where they can exchange and share their thought processes and ideas related to the existing organisation and its proceedings. The ideas shared and exchanged, can hence, become the tool for future research and development.

These requisitional notions for using AI were further agreed upon in his work by Elliot (1999).

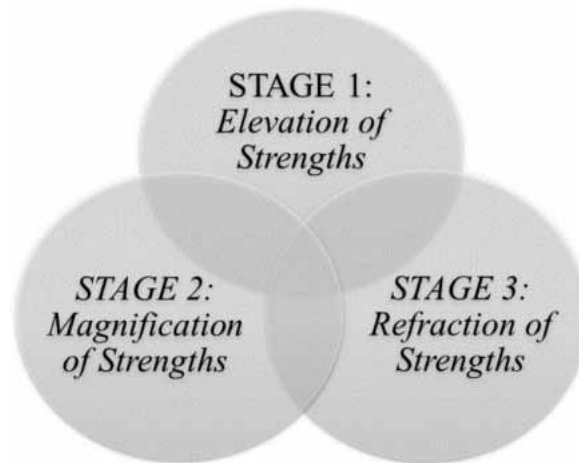
STRENGTH-BASED APPROACH OF AI FOR ORGANISATIONAL DEVELOPMENT

In contrast to the traditional problem solving and deficit management approaches, appreciative inquiry has provided the organisations a more positive strength-based approach. This paradigm shift in the approach is no less than a modern-day revolution as per organisational benefit is concerned. While working with this strength-based approach of AI, Cooperrider (2008) propounded a '*Three Circle Model*' that has prospered organisational development (OD) practice immensely. The model emphasised upon the three particular stages of development:

1. **Elevation of Strength:** This notion states that people tend to excel in their work field when they feel appreciated and acknowledged by others, specifically their colleagues and supervisors.
2. **Magnification of Strength:** This concept majorly concentrates on the possibility-focus approach rather than deficit-focus one. Hence, magnification of strength focus more on the positive aspect for any organisational incident.
3. **Refraction of Strength:** The concept of refraction here is the shift of positive feel, related to any incident occurring within organisation, from one group to the other. This creates an overall atmosphere of positivity within the organisation and helps in effective change management and work culture building.

However, this '*Three Circle Model*', to some extent, owes its origin courtesy to positive psychology movement; hence, it is often considered as the '*Model of Positive Organisational Development (OD)*'. As advocated by Cooperrider et al. (2008) the model can be explained with the help of following illustration, taken from the mentioned sources- D. Cooperrider, '*The 3-circles of the Strengths Revolution*', *AI Practitioner: International Journal of Appreciative Inquiry* (November, 2008, 8); Stavros, Godwin and Cooperrider, '*Appreciative Inquiry: Organisation Development and the Strengths Revolution*', (January, 2016, 110).

Figure 1. Three-Circle model in positive OD practice



AI AS A POSITIVE OD TOOL FOR CHANGE MANAGEMENT

Undoubtedly, change is one of the integral factor in organisational development. This change can, at times, be both positive and negative, depending upon various sources of the environmental determinants. However, to deal with the changes occurring within the organisation, at initial phase, it requires some basic understanding of human emotions and the coping mechanisms. As, at any phase of change occurring for positive growth within the organisation, emotions has an enormous impact; thus, the process of change management too requires provision of some positive emotional incentives for the employees, and that can only be provided through AI.

Evidently, there are different kinds of internal changes that can take place in an organisation. For example, organisational merging, role and responsibility change among employees, establishment of new departments, recruitment of new work-force, creating new work team and leader with the existing one for time bound assignment completion purpose, etc. These changes or of any other kind often creates emotional upheaval among the employees making them feel uncertain, insecure, lost, frustrated, anxious and stressed. Therefore, a radical organisational change can prove to be one of the most emotive incident for the working employees; and hence, this type of changes occurring in the organisation need to be managed very delicately. This change can be managed most efficiently by the help of the appreciative inquiry method rather than the problem solving technique.

This is noteworthy to mention that when the emotional aspect of organisational change process is underestimated, it becomes real difficult to manage the change, thus, occurring for growth and betterment purpose. In this case, AI actually serves as an effective intervention tool that not only solves the purpose of change management within the organisation, but it equally contributes in the overall development process.

HOW AI FACILITATES CHANGE MANAGEMENT?

The International Association of Facilitators (IAF) opined that, and as noted from the article by Terence Chung (2012),

Appreciative Inquiry (AI) is a management philosophy and a methodology founded on the principle of esteem. The objective of the AI methodology is to identify those factors in a group which already work well or those factors in a whole organisation which are working and the ways and means in which everyone can contribute to enhancing and maximising these elements to produce additional benefits. With this fundamental approach, the group can realise its potential and highlight for everyone those successes and victories, thereby enabling complex development and change processes within the large groups.

Therefore, from the mentioned description given by IAF this can be deciphered that AI, instead of focusing on the deficit perspective puts emphasis on the positive factors. These positive approach of AI, thus, contributes in further organisational research and development, employee engagement and encouragement, along with positive communication, relationship, team and support system building within the organisational context at a large. AI, hence, functions as the paradigm shift approach from 'problems to be diagnosed and solved' to 'focus on positive aspect for effective coping' during any change management process occurring for the development of the organisation.

AI VERSUS PROBLEM SOLVING TECHNIQUE: PROCESS COMPARISON IN OD

Problem solving is an integral and essential part in the process of organisational development (Dincer, 2008; Karakaya& Yilmaz, 2013). This refers to/ and aims at finding out the root cause of the problem faced by the organisation, and then trying to prevent or solving the problem thus existing. The functions of problem solving technique, however, is based on the fundamentals of the deficit thinking approach, which starts with hypothesising or formulating the basis of the existing problem. This technique, owing its importance in the organisational development process, follows the steps, as explained below, to solve its purpose:

1. **Problem Identification:** The very first stage of problem solving or preventing requires the identification of the problem. Hence, this is equally important for an OD consultant/ expert to track the problem existing or can exist (due to any particular reason) at the right moment for its effective management and resolution.
2. **Hypotheses Generation:** After the problem has been identified, the formulation of hypotheses as its probable or tentative causal factors is essential on basis of which further progress towards the solution can be aimed at.
3. **Cause Analysis:** As the hypotheses have been generated in terms of the probable causes of an existing organisational problem, the analysis of those causes becomes the next step of progress in this process. During this process stage, the OD consultant and experts brainstorm among themselves to understand the most troublesome factor/ factors that has/ have attributed to create the problem/ chaos under consideration. This stage of problem solving technique also cater to prioritise which cause to be resolved first, and the rest follows.

4. **Possible Solution:** After being aware of the probable causes, the next step that demands attention is finding out the suitable solutions for the causes thus analysed. During this stage, the consultants and experts now initiate brainstorming to find out tentative and possible solutions for all the factors that have been so far determined at the earlier stage of cause analysis.
5. **Action Plan:** As the possible solutions have been finalised, this phase aims at planning of the necessary actions to be taken, determining how and who should take these actions, and deciding upon the time limit for the execution of the same. After specifying all these points the actual action of problem resolution gets started, for both solving and preventing the problem coming in the way of OD.

As mentioned and discussed in this article, for quite a few times, appreciative inquiry technique in the arena of OD process functions as the possibility-focused approach. Being possibility-focused, here AI is more of a strength-based method and thus, has a clear edge over the problem solving approach that functions on the parameter of deficit thinking. AI, as a socially constructive process, provides the organisational members a collaborative platform to exchange their ideas and emotions related to any change or may other related phenomenon occurring within the organisation setting. AI's dialogic approach, therefore, contributes in creating an all accepting open environment for exchange, exploration and affirmation of the ideas, emotions, futuristic dreams and vision in regards to the philosophy, mission and culture of the organisation. In this terms, AI also promotes and facilitates positive interactions and communication among the members of the organisation. With the facilitation of positive interactive system, the organisational members become well aware and better equipped to understand each other's view-points, and this further helps in generating constructive meaning and mutual agreement out of the individual differences.

Henceforth, for the purpose of effective change management AI takes an appreciative and possibility-focused approach that helps in avoiding the dissatisfaction, disagreement and disengagement among the employees and other members, which makes the OD process much smooth and hazard free.

As emphasised by AI, during the process of dialogic exchange among the members of the organisation, the assumptions focusing on the possibilities are often taken into consideration for effective management of change in respect to OD. This kind of possibility-focused assumption approach, typically follows the four specified stages, often known as the '*4-D Model of AI*'. These four stages of AI can be described, as follows:

1. **Discover:** In the discovery phase, the organisational members and leaders are invited to discuss about their past/ success stories and share their subjective feelings to discover or understand the major driving force in context to any particular organisational culture. This gives the members a common platform and an open forum where they can both gain and contribute in terms of experience and discover the opportunities, values and mutual strength in diversities.
2. **Dream:** Based on the positive sources and references gathered during the discovery phase, the members creates or atleast try to create a ground for possibility-focused thinking and often considers the positive opportunities as the products of change. This further assists, the workers, leaders and the other members, in perceiving change as something positive rather than a problem to solve or a deficit in the system that requires to be managed.

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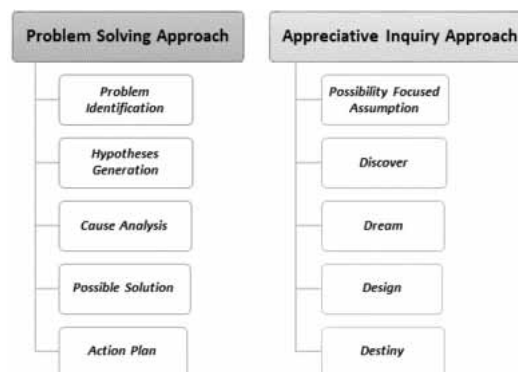
3. **Design:** In this stage the organisational members co-create and re-evaluate the vision of the organisation on the basis of its mission, values and working philosophy. The members, here, brainstorm to discuss and affirm the essential requirements not only in terms of financial aid but also as the attitudinal and behavioural requisites for materialising the potential dreams, which were already referred to in the previous phase of the process discussion.
4. **Destiny:** This stage is all about planning and task executing that will create and strengthen the future of the organisation at a large. Based on the dream and the design, thus, planned during the earlier phases of this process, the members now sought to commit themselves and contribute towards the accomplishment of the organisational vision. This step of plan and action, therefore, further ensures an overall development of the organisation.

As change is an inevitable phenomena for any social sector, a successful organisation should always take a more productive and positive approach for its management. The organisation that is better able to manage its change and is capable of effectively and productively engage its members is definitely the one which will develop itself in most constructive fashion. Hence, AI being the strength-based tool of change management facilitates and promotes an overall organisational growth, and further ensures the practice of positive OD.

STRENGTH-BASED AI APPROACH IN POSITIVE OD PRACTICE: CASE ILLUSTRATIONS

In their report on AI project, Whitney and Trosten-Bloom (2003) documented about the findings of the Lovelace Health System as described by the project consultant Susan Wood. The project was initiated with the motive to find out and solve problem of nursing staff turnover, 20%-30% per year, in the hospital. The project consultant, instead of following the problem solving approach and carrying out interviews with supervisors and other personnels, and gathering data from exit interviews to find the reason behind almost 30% employee turnover, followed the strength-based approach of AI and yielded positive result in decreasing the rate of turnover.

Figure 2. Process difference in problem solving and AI approach



The technique that has been followed was simple. Instead of focusing on the 20%-30% nurses who are leaving the organisation every year, the project concentrated on the 70%-80% employees who continued with their job with the hospital. A survey was conducted with over 300 nursing personnel working in the organisation, where they themselves collected introspective data to share their positive experiences, with one another, on job condition. These introspective data were then used to identify the major determinants in work that contributed in the reported positive experiences. The nursing staffs' then were motivated to work with each other and assist the organisational administration to sustain and reinforce those conditions for providing optimal level of congenial working environment.

This resulted in reducing the nursing staff turnover to almost 30% in the first year of the project conduction. However, the positive outcome of this AI project was not only restricted to reduction in employee turnover, but was also extended to improvement in employee communications and increase in patient's care satisfaction rate.

Yet another study conducted by Chapagain and Ojha (2008) to assess the role of AI in improving organisational as well as individual potentials has demonstrated significant result that further strengthen the claim of AI being an effective tool for OD. The researchers have observed that organisations with positive minded employees were capable of accomplishing more in terms of its developmental goals. The study was conducted with a sample of 111 experienced professionals from 57 renowned organisations of Nepal. This research has successfully pointed out the scope of AI in various spheres of capacity enhancement, both at individual and organisational level. At the same time it has evidently demonstrated the power of positive communication and dialogue exchange for exploring mutual strengths instead of pitfalls among the organisational members.

However, even within the learning organisations like library the practice of AI has spreaded its wings as demonstrated successfully by Sullivan (2004). Influenced by Senge (1990) Sullivan's work majorly focused on understanding the practice of AI in the overall development of the learning organisation, pertaining to libraries. In this connection, one of the significant observation as reported by Sullivan was adoption of AI approach by the library authorities to manage the rapid change occurring in the world of learning organisations. He further stated in his report that how the AI concept of affirmation, possibility thinking pattern and positive interaction, rather than deficit thinking style of problem focused approach, can help in coping with the swift transformations taking place in the learning organisations like library, in today's world of technology.

BUSINESS MUST BE A FORCE FOR GOOD IN THE WORLD: ORGANISATIONAL BENEFITS OF PRACTICING AI

In the modern era of organisational change management policy, it is beyond doubt that AI has created an everlasting impact upon the practice and strategies of development. There are plenty of organisations around the world, be it business-centered, non-profit or governmental platform, practicing AI successfully and benefiting as well; to name a few, Imagine Chicago Wal-Mart, US Navy, etc. are the renowned organisations and ventures who have benefited immensely from AI practice.

The nature of AI is simple, non-threatening and most importantly it is empowering for both employees and employers. Thus, its practice contribute in organisational change management and development to a huge extent. Some of the beneficial assumptions of AI are listed as follows:

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- **Promotes and Accelerates Organisational Change and its Management:** As appreciative inquiry functions from the perspective of possibility-focused thinking and dialogic experiences, it helps in organisational change management in most positive and optimistic fashion.
- **Facilitate Improvement Rate:** Being optimistic and possibility-focused in view point, practicing AI helps in accelerating the rate of improvement in context to any organisation.
- **Accelerates the Speed of Goal Attainment and Outcome Achievement:** As AI believes in and focuses on internal confidential dialogue building and exchange, it takes into account not only the team ideas but also the emotions and experiences shared. This further helps in putting step forward for goal setting and attainment with every kind of situational possibilities and back-up plans in consideration.
- **Motivates and Energises People for Positive Change:** With any kind of change occurring in industry or organisation, the organisational members experiences some challenging time to get use to the change, thus, taking place. This experience of challenge can often cause mental and physical burn out among the members/ employees, in turn giving rise to an overall turmoil situation within the organisation. Practicing AI, here helps in creating a positive and enthusiastic atmosphere related to the change, and henceforth, helps the organisational members get habituated and settle down with the process.
- **Facilitate Positive Communication, in Turn Improving Trust Enhancement and Relationship Building:** As mentioned earlier also, AI operates on the dialogic exchange process. Hence, this process of exchange being exclusively positive facilitates improving internal communication and facilitate better relationship building among the organisational members.
- **Paves Way to Better Team Building:** Being one of the most reliable tool for positive interaction building and exchange of ideas and experiences within organisation, AI facilitates better team building.
- **Helps in Discovery, Expansion and Sustainance of the Best That an Organisation Can Offer:** As AI focuses on possibilities and strength, it supports and accelerates the process of discovery and exchange, and thus paves the way for future researches for further development of the organisation.
- **Paradigm Shift From Problem-Focused Deficit Thinking to Possibility-Focused Strength-Based Thinking:** AI being a possibility-focused strategy, in comparison to problem solving technique, is better equipped, for change management for the purpose of OD.
- **Enhances Sense of Curiosity and Vitality:** The operative force of AI being optimistic helps create opportunities for discoveries, innovations and researches in the organisation through generation and exchange of ideas, experiences, feelings and other related thought processes.
- **Empowering People With the Confidence to Take Risk:** During the time of challenge, AI helps in keeping organisational members optimistic, confident, productive, engaged and energetic. Hence, practicing AI makes the change management and organisational goal attainment process much smooth and effective.

IMPLEMENTATION OF AI TO PRACTICE POSITIVE OD

As already mentioned in the benefits section, appreciative inquiry can be utilised in various aspects, viz., change initiation, management, employee empowerment, accelerating positive feedback, facilitating congenial working environment, etc. In this regard, implementation of AI in sphere of positive organisational development include:

- Change in system and process in respect with restructuring and merging
- Relationship building and management
- Paradigm shift in process, from hierarchical to horizontal
- Organisational engagement in strategic planning
- Providing encouragement and empowerment through productive seminars, workshops and related employee development programme (EDP)
- Making the training courses engaging for every employee to yield better learning outcome
- Helping the team set a goal/ target to achieve better performance rate
- Guiding the team to be goal directed and achievement focused

At the end, it is noteworthy to mention that application of AI approach for the purpose organisational development can be considered as one of the positive decision taken by the members and leader of any particular organisation (depending upon the situational demand and institutional need, ofcourse). Implementation of AI for betterment of the organisation not only solves the purpose of the change intervention and management, but also serves a bunch of diversified functions, such as: focusing on positive emotions and experiences, exchange and exploration of ideas, communication building and strengthening, creating platform for further organisational research and development, etc. Hence, this approach in present day scenario is worthy of being considered as one of the most engaging and effective techniques in overall organisational development context.

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Chapter 9

The Relationship Between Ethical Leadership and Innovative Work Behaviour: Role of Appreciative Inquiry

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ABSTRACT

Innovative work behaviour forms an important origin for obtaining competitive advantage, and its development gives a commanding challenge being faced by several organizations. In this chapter, the positive impact of ethical leadership at individual and collective levels is proposed to positively impact IWB by employing the theory of decomposed planned behavior. The authors present that appreciative inquiry plays an important role in development of EL, which leads to fairness, power sharing, role clarification, people orientation, integrity, ethical guidance, and concern for sustainability, which strengthens an individual's positive job attitudes, subjective norms, and perceived behavioral controls by affecting the underlying behavioral, normative, and control beliefs. In putting forward a holistic and multi-level framework linking EL (at individual and collective levels) with IWB, this chapter contributes to both positive attitudes and EL literatures. At the end, the authors discuss the theoretical and pragmatic implications of the proposed model.

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INTRODUCTION

Recent past provides plethora of cases of unethical practices carried out by various firms. There has been an increase in the significance connected to corporate social responsibilities and ethics in business due to which it has become essential for leaders to act ethically more than ever. As a result, EL has become an area of interest for both academicians and practitioners in the past decade. One question that is frequently inquired by managers, students, and the general public at large is that how leaders can become ethical and what impact does this kind of leadership has on the behavior of the followers?

In the existing literature a huge number of scholars have enquired both theoretically and empirically into its impact on the work attitudes and behaviour of employees' and established that EL was an effectual predictor of organizational commitment, IWB, job satisfaction and organizational citizenship behavior (Brown et al. 2005, Brown and Trevino 2006) however the relationship of EL on employee outcomes still remains unexplored. EL has been presented as a unique leadership construct previously (Brown et al., 2005), but till date only few empirical studies have investigated the association between EL and positive job outcomes, the construct being relatively new. The role of AI in building ethical leaders is unexplored. Empirical investigation on EL is in its emerging stage, still a number of notable questions remain unanswered. This research bedrocks on - What are the components of EL and how does it relate to important employee behaviours? Brown and Treviño (2006b) put forward it as a boulevard of future research. In light of the above, the main impetus of this research is to throw light on how AI would assist in building EL and put forward how EL relates to IWB.

In this paper the focus is on the various aspects affecting IWB by suggesting a linkage between EL (at two levels- individual and organizational) and intentions to innovate. The article is put forward in the following way-The first section deals with the important literature on EL and IWB highlighting components of EL and differentiating it with other forms of leadership. Followed by explanation of the role of AI in building EL. The next part delineates the Decomposed Theory of Planned Behavior as the rationale for exploration of the relationship between EL and intentions to innovate. Later on, a set of propositions have been framed based on conceptual framework. The end section denotes a compendium of the key contributions, arguments and a discussion.

RESEARCH GAPS

In particular, this study examines two research gaps: the first gap is that EL as a potential predictor has received very little attention; there is need to highlight its components as well as how AI acts as a catalyst in making leaders ethical, second very little emphasis has been placed on examining the relationship of EL on IWB. To this end, we may need an integrated approach, wherein AI, EL and IWB are part of. The study endeavors to bridge these gaps by proposing a model, employing the theory of decomposed of decomposed planned behavior where both EL and IWB are considered.

OBJECTIVES

- The objectives of the paper subsume providing components of the construct of EL,
- Second objective is to describe the role of AI in building Ethical Leaders,

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- Third is to describe an ethical leader's personality also differentiating it from other forms of leadership.
- Lastly to present a model showcasing the positive impact of EL (at individual and collective levels) on the intent to innovate by using the theory of decomposed planned behavior as basis.

BACKGROUND

Ethical Leadership

Leadership can be defined as an art of making a follower do the things, activities, as per the goals set by the leader. Hence the role of leader entails directing the individual's behavior towards a desired goal. Leaders differ based on the individual leadership style that develops from individual's personality characteristics. The literature indicates that there are personal qualities such as integrity, honesty which are significant to perceptions of leadership effectiveness. Leading ethically is about enquiring and asking questions about what is right and what is wrong, formulating an approach of conduct and setting the example for followers and others about the appropriateness or wrongness of particular actions. EL as described by Brown et al. (2005) varies from other forms of leadership such, such as transformational (Burns, 1978), authentic (Luthans & Avolio 2003), and spiritual (Fry, 2003) leadership. Without a doubt all of these variations of leadership consist of attributes such as fairness, integrity, trustworthiness, concern for others etc. However, these attributes show only a part of EL. A second significant feature of EL highlights on the transactional efforts to influence follower's ethical behaviour. Brown et al. (2005) came up with a new conceptualization of EL and identified three important building blocks of EL. The building blocks are-1. Be an example of ethicality. 2. Treating people with fairness and 3. Managing the morality. The first two premises are revealed in being the moral person component of EL in which ethical leaders have enviable qualities such fairness and trustworthiness. The last building block deals with the component of being moral in which ethical leaders support normative behavior and put off unethical behavior done by their subordinates (Brown and Treviño 2006a). An important role is played by Ethical leaders in the nurturing of staff and entrepreneurs, mainly in social, professional and moral basis Fahri Özsungur, (2019). Ethical leadership is supported by two fundamental theories called namely learning and social exchange (Fahri Özsungur, (2019) . As per the social learning theory followers emulate the leaders through observation and added means, also get affected by them (Bandura, 1986). The social exchange theory assists in understanding of the reciprocated relationships shared between the leaders and their followers (Dhar, 2016).

Dimensions / Components of EL

Literature review of the EL propounds that there are several dimensions of EL behaviour in context within the organizations. For considering dimensions we have set up on work by Brown and Treviño and others as the conceptual bases for differentiating these behaviors. Three dimensions of EL (i.e., fairness, power sharing, and role clarification) were distinguished by De Hoogh and Den Hartog (2008) this connected with the content dimensions by Brown et al. (2005). Besides fairness, power sharing and role clarification, we have also included people-oriented behavior, integrity, ethical guidance, and concern for sustainability as other dimensions found in the ethical leader behavior literature. Considering the work

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of De Hoogh and Den Hartog (2008), we have included the first three dimensions as fairness, power sharing and role clarification. Which are also reflected in the work by Brown et al. (2005).

Fairness is considered an imperative form of ethical leader behavior. Ethical leaders treat others in fair manner. They do not practice favoritism and are trust worthy and honest. They are also responsible for their own actions (Brown et al., 2005; Treviño et al., 2003). Secondly power sharing is also an ethical leader behavior. Ethical leaders involve subordinates while taking decisions and also listen to their ideas. Resicket al. (2006) mentions empowering the employees which is also an aspect of EL. Sharing power give the subordinates more control (Yukl, 2006). Thirdly ethical leaders are considered to be transparent and indulge in open communication (Brown et al., 2005). Similar to this DeHoogh and Den Hartog (2008) refer to the significance of transparency in clarifying performance goals and expectations and mark role clarification as a very essential component of EL.

Conceptual background also highlights ancillary ethical leader behaviors-One of the important one is developing a true concern for people or being people oriented. People-oriented feature of Ethical leaders is described by Resick et al. (2006). It is all about sincerely caring about, giving respect and assisting subordinates where possible making it sure that their needs are fulfilled (Treviño et al., 2003). Leaders attaining their promises practice integrity and are fair with consistent behavior. Ethical guidance

Table 1. Components of EL taken from Literature

COMPONENTS	EXPLANATION
Being Fair -Aronson (2001),Ajala, (2016), Reave (2005), L.K. Trevino, Hartman, & Brown (2000), Brown et al. (2005), Blau, (1964), Cropanzano & Mitchell (2005),Mayeret al.,(2009), Cho and Lee, (2018)	Not practicing favoritism, and treating others in a right way by making fair choices
Power sharing - Brown et al. (2005), Avolio et al., (2004) , Kalshovenet al., (2011a).	Increasing subordinates' role in decision making and listening to their suggestions, ideas and concern
Role Clarification -Brown et al. (2005), De Hoogh & Den Hartog (2008).	Clarifying about the duties, what is expected and being clear of performance goals
Employee Orientation - Resicket al. (2006), (Kanungo & Conger (1993), Donaldson & Preston (1995), Janssen, Yperen (2004), Kalshoven K. (2010).	Caring about, respecting and supporting followers
Integrity - Minkes et al., (1999), Hoening (2000) Anderson, Spataro & Flynn (2008), Dineenet al., (2006); Palanski & Yammarino (2007); Palanski, (2009).	Keeping promises and being Consistent with the words and actions.
Ethical Guidance - Hitt, (1990), Jansen & Von Glinow (1985), Enderle (1987), Paine (1994)	Communicating regarding ethics, explaining ethical rule promoting and rewarding ethical behavior.
Working for sustainability - Waldman et al., (2006).	Taking care of the environment and stimulating recycling.

refers to the way in which leaders impart about ethics and ethical conduct among employees. Concern for sustainability is concerned with environmental inclination that encloses the way the leaders handle sustainability issues, making sure the environment develops considering the repercussions of actions way above the self-interest and also caring about the welfare of the society at the same time.

Table 1 summarizes EL comprises of seven dimensions, namely -Being Fair, Power sharing, Role Clarification, Employee Orientation, Integrity, Ethical Guidance and Working for sustainability.

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Table 2. Comparison of EL with other leadership styles

Type of Leadership	Likeliness with EL	Distinction from EL
TRANSFORMATIONAL LEADERSHIP	Showing concern for subordinates Being Ethical at the time of making decisions Honesty/Integrity Being. A role model	Ethical leaders focus on ethical standards and moral management
AUTHENTIC LEADERSHIP	Concern for others Ethical decision making Honesty/Integrity Role modelling	Authentic leaders highlight authenticity and self-awareness
SPIRITUAL LEADERSHIP	Concern for others Honesty/Integrity Role modelling	Spiritual leaders highlight visioning, hope/faith; work as vocation

Transformational, Spiritual, and Authentic Leadership-Similarities and Differences with EL

This section includes a brief discussion of majorly three types of leadership styles that seem to overlap the EL realm - First is Transformational, second spiritual and third authentic theory of leadership.

Transformational Leadership

Bass (1985) suggested that based upon the motivation transformational leaders could be either ethical or unethical. There is overlap between Transformational leadership and EL relating their center of attention on personal characteristics. Both types of leader concern about others, act always considering their moral principles high, take care of the ethical repercussion of their decisions, and act as role models of ethical conduct for followers. Theory and research suggest that EL and transformational leadership are dissimilar constructs (Brown et al., 2005; Treviño et al., 2003).

Authentic Leadership

Similar to the transformational leadership authentic leadership emerge coincide with EL predominantly in the area of individual features. Both the authentic as well as ethical leaders share social motivation. Both are reasonable leaders with principles who think about the ethical outcomes of their judgements.

Spiritual Leadership

Spiritual leadership encompasses “the values, frame of mind, and behaviours considered essential to inherently inspire one’s self and others to develop a spiritual survival sense through calling and membership” (Fry, 2003). Spiritual leadership is also explained as direction taking place when an individual who is a leader signifies spiritual values such as integrity, humility and honesty, creates ones’ own self as an example of somebody who can be true hearted, relied upon, and praised of.

Role of Appreciative Inquiry in transforming Leaders into Ethical leaders

In order to manage ethics AI is considered as a replacement to the problem-centred approach because it is not only a philosophy (a way of thinking) but also a practice. The focal point of AI is not on “what was”, rather on “what could be”. As an approach of thinking it is insightful, visionary and aspirational. It is more of a collaborative and participatory process. Developed from the area of organisational development. AI has been fetching increasing recognition for being successful in smoothening organisation change (Coghlan, Preskill and Catsambas, 2003). AI has taken inspiration from positive psychology (Seligman, Steen, Park, & Peterson, 2005). It has been conceived as a substitute to conventional action research approach towards organizational change and has been researched as a refining approach for multiple uses including the development of leadership dimensions in organizations (Ludema, Whitney, Mohr, & Griffin, 2003, Bushe & Kassam, 2005). AI is dependent on unfolding and reflecting on an individual’s experience and the conditions adjoining that experience. It provides the preliminary work for generating images for the possible transformation by making use of strengths (Day, 2001). It can also mean that the development of a leader is at an individual level, it involves reciprocal action between an individual and the social and organizational environment around. AI needs the participants to visualize themselves as new and having the potential to compare their calibre in the past with the potential to build a better future. AI being a social process also an internal one, holds up the need to draw meaning out of experiences collectively. AI is basically an action- oriented approach, which involves selection of the most critical ethical areas and then take responsibility for betterment in them. AI is usually practiced using the 4-D cycle (Cooperrider & Whitney, 2001). These 4Ds stand for the four stages of AI: Discovery, Dream, Design, and Destiny.

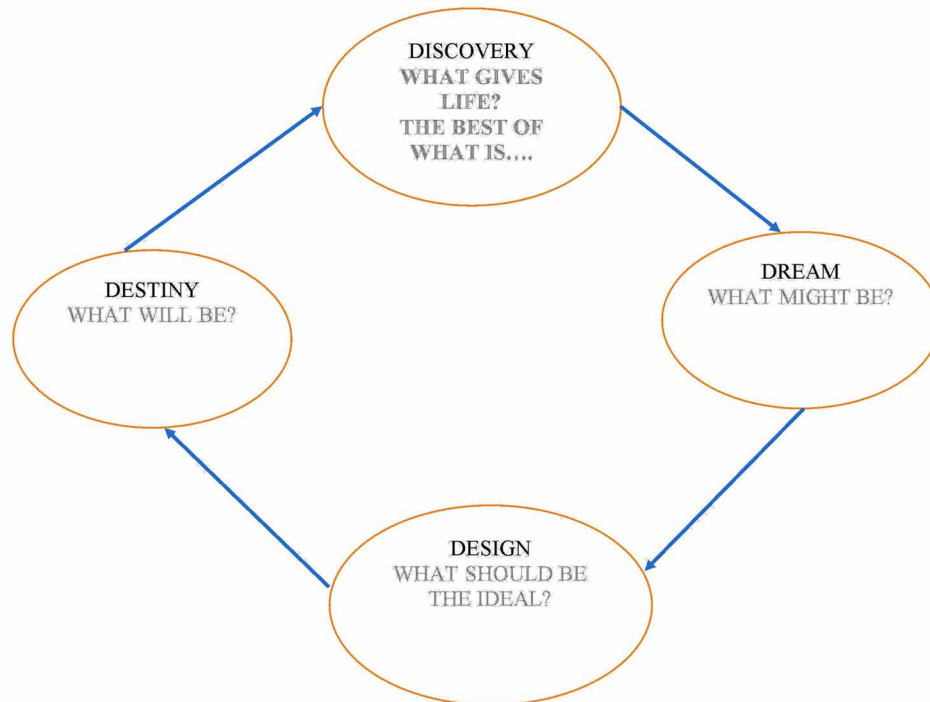
POSITIVE CORE

Discovery Phase for EI Development

This phase is allocated to the reflection of high and peak experiences generally linked with the organizations. This kind of experience eventually allows participants to feel the best of not what was but what is through a discussion involving the interviewer and interviewee who narrate and create a positive memory of what has worked in the past. This gives an opportunity to enjoy from the good experience when they best performance was done, and provides satisfaction to build upon in the consequent phases. For leader development in the AI process discovery stage may incorporate questions such as:

1. Think of some high point in your experience as a leader.
2. How did that kind of leadership emerged?
3. What was so stimulating about that leadership? How was the sharing of values and its reciprocal effect with the followers?
4. How did it benefit the followers?
5. How did it help you and your organization to grow?

Figure 1. Illustrates The 4-D Cycle and the activities conducted during The AI process



DREAM PHASE FOR EL DEVELOPMENT

In this phase of AI the centre of attraction is “what might be”. Here the individual imagine their significant contribution as a leader and use the positive images described at the time of the discovery phase in order to help them visualize how they might execute leadership in the future. For the development of leader, participants visualize their pronounced potential as a leader and visualize that potential realized. It is encouraged that the participants use the affirmative images described during the discovery phase to help them envisage how they might execute leadership in the future. Through the interviews the participants are enquired questions such as:

1. How do I see myself as a leader?
2. What would other leaders look up for in me?
3. What are the various activities I would be engaged in if I were a great leader?
4. What kind of relationship I would share with my subordinates?
5. What would have to take place for this to happen ?

DESIGN PHASE FOR EL DEVELOPMENT

It is the third phase in the AI process. In this the participant hold the best of what is and his/her perspectives for the future in order to design impactful strategies that promote creativity in the organization and

that too in the right way/direction. The leader designs the steps needed today to outreach that vision. The leader needs to act in an ethical, strategical and tactical manner. He maps steps for future, identify the required resources and support needed.

DESTINY PHASE FOR EL DEVELOPMENT

It is the concluding phase which calls for creating a vision along with a couple of tangible goals and outcomes. Here the leaders will become committed to actions which will assist them to move from the identified goals that are important for setting up pinnacle of leadership capacity for the manifestation of true leadership potential. At this stage the question that needs to be answered is - Who will do what activity, by when it is to be completed and how will the leader know about the progress? It is an ongoing phase and brings the organization back to the first stage i.e the Discovery phase.

AI thus leads to continuous learning in a very systematic manner.

INNOVATIVE WORK BEHAVIOUR

Innovative work behaviour can be elucidated as the creating, introducing and applying the novel ideas inside a work role, group or organization. The Innovative work behaviour process composed of three main behavioural phases: idea generation, idea promotion, and idea realization (Janssen, 2004). In order to begin innovation, employees can come up with novel ideas by indulging themselves in several acts to look for opportunities, seek the performance gaps, and build useful way outs (Axtell et al., 2000). Discontinuities and incongruities may be the source of new ideas - things that do not fit into a regular pattern for example the problems occurring in existing working methods or the needs of customers that remain unfulfilled. Employees can also devote reasonable effort in initializing, testing and commercializing an idea. Several studies have inspected the role of a leader and organizational climate in controlling the innovative behaviour of the employees (Oldham & Cummings, 1996). The studies established that when the climate of the organization and the style of the leader appear to be psychologically empowering for the employees, innovative work behaviour gets encouraged (Martins & Terblanche, 2003).

THEORY AND PROPOSED MODEL

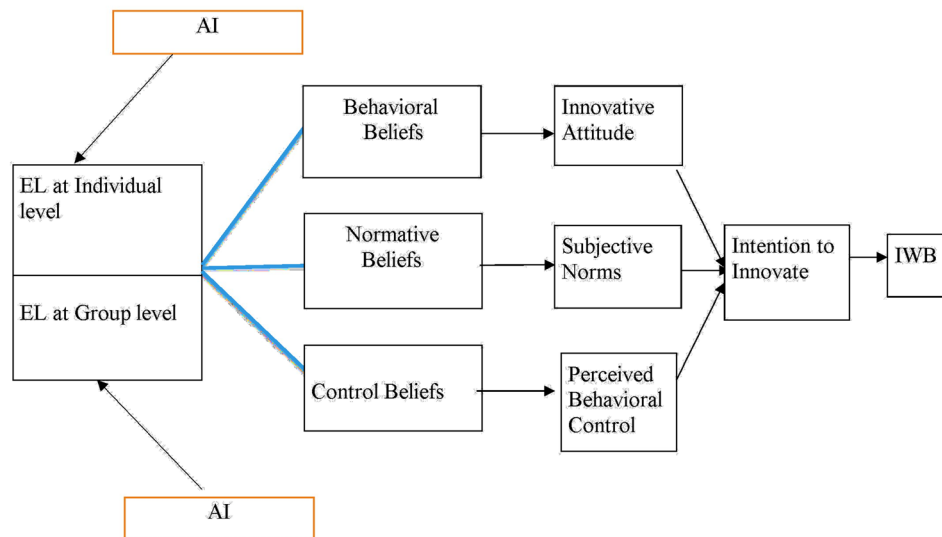
In literature, the intention to innovate is elucidated keeping the the theory of reasoned action (TRA) which is a socio-psychological theory put forward by Ajzen and Fishbein (1975) as the basis. The theory stands on the presumption that real behaviour is anticipated through the behavioural intention (BI) of the action (Pavlou & Fygenson, 2006). Willingness to carry out the action and the extent of efforts an individual put while performing the action refers to the Intention of an individual. Behavioural intention (BI) is influenced by the attitude towards the behaviour of interest as well as through the subjective norms (SN) of the referent group (Bock et al., 2005). As per Ajzen (1991), some behavioural beliefs that individual holds about the behaviour or its outcomes affect the attitude towards that behaviour. The more the value an individual give to the upshot of the behaviour stronger would be the behavioral beliefs.

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Subjective norms are operated by the normative beliefs (Chennamaneni et al., 2012), that hold an individual's beliefs regarding the support or opposition applied by the important individuals or groups to bring about the behaviour in focus (here the intention to innovate) (Ajzen, 1991). The influence of every normative belief gets enhanced by an individual's motivation to act in accordance with the reference in question. TRA was reassessed, later it got transformed to the theory of planned behaviour (TPB) by adding third predictor to behavioural Intention, which is perceived behavioural control (PBC) to defeat the volitional assumption building foundation for TRA. PBC means an individual's 'perception of the control over performance of a behaviour' (Ajzen, 2002). According to Taylor and Todd (1995) the decomposed theory of planned behaviour (DTPB) decomposes attitude, subjective norms and PBCs in order to high point the related behavioural, normative as well as control belief structures that lay down the foundation of them. We have used DTPB because it focuses on particular beliefs structures and contemplate the

Figure 2. Conceptual Framework outlining the effect of EL on IWB employing DTPB (The aim is to explore the relationships marked in 'Bluelines'. The Linkages that are marked in 'solid lines' have been accepted and acknowledged earlier.)

Source: Authors' own.



effects of their crossover, which will build up the descriptive potential of our suggested model.

In the succeeding section, we have proposed a conceptual framework relating AI, EL with Intention to innovate (see Figure 2). It is maintained that AI helps in transforming leaders as more ethical (at individual and collective levels) which through Fairness, Power sharing, Role Clarification, People Orientation, Integrity, Ethical Guidance and Concern for sustainability strengthen the underlying belief structures towards innovation in organizations.

Several studies have empirically shown the presence of a positive relationship between EL and innovation behavior. Consistent to that are the findings of Kalshoven, Hartog, and De Hoogh (2011) who found that there is very critical role of EL in inspiring the behaviour of the employees towards being more innovative and did re-establish the encouraging impact of EL in modifying employees' outlook and

attitude in a positive way in the workplace. The positive association between EL and innovative behavior has led to numerous suggestions such as when ethical leaders draw attention on the outcomes of job, encourage open communication, promote people to be creative, give job autonomy, offer chances for workers to put across their views and contribute their opinions (Brown & Treviño, 2006), the followers respond by innovative behavior in the workplace. Employees working in an environment identified by Ethical Leadership generally are more willing to perform their duties diligently by generating and implementing new ideas that lead to innovation in organizations (Tu & Lu, 2013). Contrary to this employees who experience weak Ethical Leadership tend to exhibit routine behavior which decreases IWB in the organization. Implication to that is that the more the leaders display ethical role, the employees show more IWB. On the basis of these arguments, we propose the following relationship:

Proposition 1: EL will be positively related to innovative work behaviour.

- The dimensions of EL at individual level and group level will positively influence the behavioral beliefs underpinning attitude for Innovation.
- The dimensions of EL at individual level and group level will positively influence the normative beliefs underpinning attitude for Innovation.
- The dimensions of EL at individual level and group level will positively affect the control beliefs underpinning attitude for Innovation.

DISCUSSION AND IMPLICATION

Through this study we have exhibited the likelihood that AI can act as an approach to perspective transformation in Ethical Leadership. By making use of AI for Ethical leadership development leaders would develop greater self-awareness, enhanced commitment for growth both at personal front as well as for organization. HRD professionals can make use of AI to assist leader development initiatives that lead to attainment of the goals. We suggest that AI can be utilized as a complementary approach to various other HRD tools used for leader development by focusing specially on two areas- action learning and executive coaching. Both of them can be done in concert with AI. We have also attempted to propose an extension of EL literature into creating intention to innovate. A model has been proposed highlighting the role of EL in impacting innovative behaviour. Innovation builds up the basis of an organization's success and performance. To succeed designing of systems and processes is necessary for organization, for this they need innovative workforce. Leaders high on ethical grounds tend to visualize life from a bigger perspective marked by unity and bonding with all. This type of leader usually go beyond the 'me' and 'them' distinction and show more helping behaviors (innovative in our case) that give them joy, satisfaction and connectedness with fellow workers. At a collective ground, EL linchpin on affirmative organizational values such as mutuality, humanism, respect for others, which develop an environment and experience of meaningfulness, connectedness to each other and companionship. In order to facilitate innovative behavior leaders must enrich experience of employees by providing them an environment established by values such as respect, a sense of higher purpose, trust, modesty, etc.

We encourage researchers to examine the proposed framework empirically and further explore the proposed linkages in greater depth. A scale to measure EL in Indian context needs to be developed to differentiate between leaders on ethical grounds. There is need to further assess different ways in which ethical leader behavior can be perceived as effective and how they can leave lasting and positive impact

on followers and eventually the organization. Even though the significance of ethics and EL is comprehended very well and is unquestionable, there is a requirement for measures for not only hiring ethical leaders but also promoting EL among employees. For it at the time of recruitment and selection only the ethical back ground could be utilized as an explicit criterion for assessing the potential candidates. In order to advance professionals for their future role as ethical leaders, there should be training on EL for the heads of departments and team leaders. Ethics should be one of the components of the training modules and courses. Besides it even the orientation, induction, and socialization of new employees must strongly have an ethical orientation. For inculcating organizational value system role modeling, mentoring and frequent interaction with seniors could be encouraged. For the creation of ethical climate social learning theory could be applied by strategies such as mentoring, and ethics training.

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Chapter 10

Effect of an Emotional Intelligence Intervention Program on Coping Strategies Among Government School Teachers

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ABSTRACT

Teaching is regarded to be among the careers in which employees are subjected to high levels of stress. Teacher stress is a complex and enduring problem. Hence, it is highly crucial that teachers learn ways of coping or managing with stressors inherent in teaching. Studies have shown that emotionally intelligent individuals can cope better with the challenges of life and control their emotions more efficiently than those who cannot. Thus, the present study aimed at developing an emotional intelligence intervention program and assessing its effect on the coping strategies among schoolteachers. Simple random sampling technique was adopted to select 47 teachers (25 women and 22 men) working in government schools in Erode district as sample for the study. An emotional intelligence intervention program that was tailor-made by the researcher was implemented on the experimental group. Results revealed that the emotional intelligence intervention program was very effective in helping teachers use effective coping strategies to combat stress.

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INTRODUCTION

Teachers today are facing enormous stress due to several factors like oversized classrooms, behavioral issues of children, pressure from management to deliver 100% results, having to do school work at home like – correction of notebooks, preparing lesson plans, etc. These take a heavy toll on their mental and physical well-being, as they are unable to cope with these stressors. Government school teachers are no exception to this, and they have to deal with additional stressors, as they also have to adapt to location transfers which include travelling long distances to remote villages, poor school infrastructure, insufficient funds which lead to unavailability of basic requirements like blackboards and stationeries, student drop-outs, etc.

Hence, it is highly crucial for the women teachers to be able to cope with these stressors and lead a healthy and peaceful life. Activities undertaken to tolerate, minimize or master the environmental demands perceived to represent existing harm, potential threats or losses is coping (Lazarus and Folkman, 1984). However, strategies to cope in positive ways are considered as adaptive and the negative ones are considered as maladaptive. Adaptive coping strategies lead to well-being of the individuals, while maladaptive coping lead to ill-being (Por, Barriball, Fitzpatrick & Roberts, 2011)

Studies have evidenced that an individual's ability to cope with stressors could be made better by enhancing their emotional intelligence (Wons and Bargiel-Matusiewicz, 2011). Individuals with low emotional intelligence levels are prone to poor mental and physical health, and are unable to cope with stressors of work and life (Batoool and Singh, 2008). Further, emotionally intelligence helps individuals in adopting effective coping strategies to deal with their stressors (Bibi et. al., 2015; Mhalkar, George and Nayak, 2014). Individuals low on emotional intelligence have been found to use maladaptive coping strategies to deal with stress, which eventually leads to poor mental and physical health (Noorbakhsh, Besharat & Zarei, 2010). Emotional intelligence is the capability to understand, evaluate and control emotions of self and others (Goleman, 1998). The competencies associated with emotional intelligence are not innate capabilities, but are learned abilities (Goleman, 1998).

Emotionally intelligent teachers would be able to help themselves and the student community at large. They would be able to be mindful of the emotions of students and help in regulating their emotions. They can majorly contribute to the emotional and social development of their students by easing interpersonal conflicts. Therefore, the current study implemented and assessed an emotional intelligence intervention program, designed to enhance adoption of adaptive coping strategies in government school teachers.

BACKGROUND

In 1980, David Cooperrider was a doctoral student at Case Western Reserve University in the US. He was involved in a conventional diagnosis and organizational analysis for a local organization, the Cleveland Clinic, asking conventional questions about “What is wrong with the human size of the organization?” What he found instead was a highly effective organization with a positive outlook and high innovation. With the encouragement of his supervisor, Suresh Srivastva, he concentrated his research on the analysis of the factors contributing to the highly effective functioning of the clinic.

This was the basis for the development of Appreciative Inquiry (AI) as a process to develop positive change in organizations. Cooperrider & Srivastva (1987) describe appreciative inquiry is a form of action research that attempts to create new theories/ideas/images that aid in the developmental change of

a system. It is more than an Organization Development tool, rather it is a “philosophy and orientation to change” that is intended to take a positive and hopeful view of what is happening among the personnel in an organization and turn that into a pattern for organizational learning, design, and development.

PROCESS

David Cooperrider and Diana Whitney describe four steps in the appreciative inquiry cycle the four D’s are Discovery, Dream, Design and Destiny. It is also called 4-D Model of AI.

Discovery (appreciating- the best of what is): The purpose of Discovery is to identify and appreciate the best of what is about a community or organization. This is done by gathering as many positive stories as possible from all key stakeholders. These positive stories reveal what gives life to the organization or community when it is at its best.

Dream (envisioning- what might be?): The purpose of Dream is to identify what could be and envision new possibilities for the future. Using information from Discovery, participants create a set of aspiration statements which help drive the design of future actions.

Design (co-constructing- how can it be?): The purpose of Design is to identify actions that will support the new possibilities identified in the Dream phase. Participants create and commit to actions that will help make the aspiration statements a reality.

Destiny (sustaining and creating- what will be?): The purpose of Delivery is to identify ways to support and sustain the actions planned in the Design phase. Participants identify the supports needed to implement and uphold the positive changes and work together to make changes.

AI is based on a principle that organizations grow in the direction of what they repeatedly ask questions about and focus their attention on. Researches have shown that when people study problems and conflicts, the number and harshness of the problems they identify increase. But when they study human ideals and achievements, peak experiences, and best practices, these things tend to flourish. Like we can say, beginner bicyclists tend to steer towards whatever they are looking at most- like a rock on the roadside, a tree or a sometimes a passerby.

AI also believes that organizational members are competent adults capable of learning from their own experiences and from those of others. In a company which believes in this perception, makes everyone feel energized by new knowledge and change. As AI becomes a regular way of working, employees at all levels and all functions identify best practices that the organization can build on in order to respond to new challenges.

Basis these, the below null-hypotheses were formulated.

HYPOTHESES

H1: Emotional intelligence will not be significantly related to coping strategies among government school teachers.

H2: There will be no significant difference in age, gender, level of education, marital status and income level with respect to emotional intelligence among government school teachers.

H3: There will be no significant difference in age gender, level of education, marital status and income level with respect to coping strategies among government school teachers.

Effect of an Emotional Intelligence Intervention Program on Coping Strategies

H4: There will not be a significant difference in emotional intelligence between pre and post test scores in the experimental group.

H5: Emotional intelligence intervention program will not enhance use of adaptive coping strategies among government school teachers in the experimental group compared to the control group.

H6: Emotional intelligence intervention program will not reduce use of maladaptive coping strategies among government school teachers in the experimental group compared to the control group.

METHOD

Ex-post facto design was used in order to determine the relationship between emotional intelligence and coping strategies. In order to find out the effectiveness of the emotional intelligence intervention program, the Quasi Experimental design which used the pre-test – post-test–experimental design with control group was adopted. One experimental and one control group were used in the study. The outcomes of the variables were measured before the intervention and immediately after the intervention.

Participants

The sample comprised of 47 school teachers (25 women and 22 men) from Government schools in Erode district, Tamil Nadu, with an age range of 26 and 47 years, chosen through simple random sampling technique. The teachers were further randomly assigned to the experimental (n=24) and control (n=23) groups.

Inclusion Criteria

Government school teachers who scored below average (less than 85) on the Emotional Intelligence Scale used in this study, were considered for the current study.

Assessment Tools Used

The Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2002) was used to measure the level of emotional intelligence of the participants. The scale consists of 34 items each of which is rated on a five-point likert scale, ranging from 5 (strongly agree) to 1 (strongly disagree). The overall score has been considered for the current study. The test-retest reliability coefficient for the overall scale was 0.74, and the concurrent validity was found to be 0.76, as determined by the researcher of the current study, on a sample of 210 women school teachers.

Coping was measured using the Brief COPE Inventory, developed by Carver (1997). It contains 28 items and is rated by the four-point likert scale, ranging from “I haven’t been doing this at all” (score one) to “I have been doing this a lot” (score four). The test-retest reliability coefficient for the overall scale was 0.76, and the concurrent validity was found to be 0.76, as determined by the researcher of the current study, on a sample of 210 women school teachers.

Procedure

Informed consent from the teachers were taken. A particular time was set aside to respond to the questionnaires and to conduct the intervention program. Strict confidentiality of responses was assured. The schedule for the intervention program was planned for a total of eight sessions, each with a duration of two hours. Two sessions were conducted per week, for a total period of four weeks.

Data analysis

Correlation, Student's t-test and Paired t-test were used to analyse the data collected.

Findings

Table 1 presents Karl Pearson's Co-efficient of Correlation between emotional intelligence and coping strategies for the sample. The correlation value of 0.82 between emotional intelligence and adaptive coping strategies is significant at 0.01 level. This implies that there is significant positive relationship between emotional intelligence and adaptive coping strategies. Alongside, the correlation value of -0.62 is also significant at 0.01 level, between emotional intelligence and maladaptive coping strategies, implying a negative relationship. Thus, the null hypothesis H1 is rejected.

From the above table, it can be seen that all the t-values are not significant. This indicates that there was no significant difference in age, gender, level of education, marital

status and income level with respect to emotional intelligence and coping among government school teachers. Therefore, the null hypothesis H2 and H3 are accepted.

From the above table, the t-value of 10.37 is significant at 0.01 level. This means that there is significant difference between the pre and post test scores. Further, the t-value of 0.15 is not significant, which shows that there is no significant difference between the pre and post scores in the control group, which did not receive the intervention. Also, the post-test mean value of 121.76 indicates that the emotional intelligence intervention program had been effective in enhancing emotional intelligence among the government school teachers. Thus, hypothesis H4 is rejected.

The t-test results between the pre and post test scores on adaptive and maladaptive coping in the experimental group are 11.91 and 19.30 respectively, which are significant at 0.01 level. Also, the t values of 0.19 and 0.39 between the pre and post test scores of the control group shows there had not been any significant difference in the coping strategies adopted. Further, the mean values of the post-test scores for adaptive and maladaptive coping in the experimental group reveals that the emotional intelligence intervention program had been effective in enhancing adaptive coping strategies among government

Table 1. Relationship between emotional intelligence and coping strategies among government school teachers

Independent Variable	Dependent Variables	r-value
Emotional Intelligence	Adaptive Coping Strategies	0.82 **
	Maladaptive Coping Strategies	-0.62 **

** p<0.01

Effect of an Emotional Intelligence Intervention Program on Coping Strategies

Table 2. Differences in age, gender, level of education, marital status and income level with respect to emotional intelligence and coping among government school teachers

Demo-graphic Variables	Groups	N = 47	Emotional Intelligence			Coping		
			Mean	SD	t-value	Mean	SD	t-value
Age	26 - 35 years	28	85.11	3.72	0.22NS	65.39	4.33	0.09NS
	36 - 47 years	19	86.38	4.01		63.98	4.35	
Gender	Women	25	80.91	4.35	0.08NS	52.53	5.23	0.31NS
	Men	22	78.01	4.38		51.02	5.42	
Level of Education	Under Graduates	21	86.54	3.3	0.04NS	53.2	4.31	0.15NS
	Post Graduates	26	84.9	3.35		51.4	4.28	
Marital Status	Married	31	83.7	3.97	0.12NS	49.98	4.31	0.23NS
	Unmarried	16	84.34	3.79		51.22	4.03	
Income Level	Middle Income	24	82.52	4.55	0.21NS	56.2	4.31	0.14NS
	High Income	23	80.89	4.39		57.21	5.52	
Family Style	Joint Family	18	80.01	3.29	0.06NS	64.93	3.36	0.28NS
	Nuclear Family	29	81.94	3.36		62.63	3.27	

NS – Not Significant

Table 3. Difference between pre-test and post-test emotional intelligence scores among government school teachers between the experimental and control groups

Groups	Trials	N	Mean	SD	t-value
Experimental Group	Pre-test	24	82.32	9.86	10.37 **
	Post-test		121.76	16.49	
Control Group	Pre-test	23	80.98	8.63	0.15 NS
	Post-test		81.55	9.26	

**p<0.01, NS-Not Significant

Table 4. Difference between pre-test and post-test coping scores among government school teachers between the experimental and control groups

Coping Strategy	Groups	Trials	N	Mean	SD	t-value
Adaptive	Experimental Group	Pre-test	24	49.97	1.65	11.91 **
		Post-test		80.82	3.94	
	Control Group	Pre-test	23	47.04	2.32	0.19 NS
		Post-test		49.11	2.45	
Maladaptive	Experimental Group	Pre-test	24	81.72	1.73	19.30 **
		Post-test		60.44	4.68	
	Control Group	Pre-test	23	82.21	4.12	0.39 NS
		Post-test		80.32	3.91	

**p<0.01, NS-Not Significant

school teachers, and reducing the use of maladaptive coping strategies. Thus, the hypotheses H5 and H6 are rejected.

DISCUSSION

Relationship Between Emotional Intelligence and Coping Strategies Among Government School Teachers

Correlational results showed a significant positive relationship between emotional intelligence & adaptive coping strategies and a significant negative relationship between emotional intelligence & maladaptive coping strategies. The findings fall in line with the findings of Jayalakshmi & Aravindakshan (2019), Enns et al. (2018), Noorbakhsh, Besharat & Zarei (2010) and McCarthy et. al., (2009). Armstrong, Galligan & Critchley (2011) evidenced that emotionally intelligence individuals adopted effective coping techniques to solve the problems, which helped them experience less distress from external events.

Effect of Emotional Intelligence Intervention Program on Emotional Intelligence and Coping Strategies Among Government School Teachers

In the present study, a significant improvement in emotional intelligence, adaptive coping strategies and a significant reduction in maladaptive coping strategies was found in the experimental group, post the implementation of the emotional intelligence intervention program. However, there was no significant difference observed in emotional intelligence, adaptive and maladaptive coping strategies in the control group. The results highlight the potential positive effect of the emotional intelligence intervention in enhancing emotional intelligence, adaptive coping strategies and in reducing maladaptive coping strategies among the government school teachers. Murray, Jordan & Ashkansay (2006) and Hen & Sharabi-Nov (2014) evidenced that emotional intelligence could be enhanced by training. The results are substantiated by previous research findings by Jayalakshmi & Sujaritha (2019), Mhalkar, George and Nayak (2014), Castillo et al. (2013) and Burger (2012), who found that individuals adopted better coping strategies like positive re-appraisal and seeking social support post an emotional intelligence intervention program, and also avoided maladaptive coping strategies.

CONCLUSION

The results of the study reveal that there is a significant relationship between emotional intelligence and coping strategies among government school teachers. The emotional intelligence intervention program was found to be successful in enhancing emotional intelligence and adaptive coping strategies and in reducing maladaptive coping strategies among school teachers, which could be accredited to the components of the emotional intelligence intervention program. This confirms the emphasis of emotional intelligence, both from the perspective of the teachers and the school managements. The ability to effectively cope with stressors leads to enhanced mental health (Jayalakshmi, 2018; Guo, Ji, You & Huang, 2017; Jayalakshmi & Sujaritha, 2015 and Davis & Humphrey, 2012).

Implications of the Study

Keeping in view the effect of emotional intelligence on the coping strategies of school teachers, which would help them alleviate stress and lead a healthy and peaceful life and career, interventions and trainings on emotional intelligence could be integrated in the education programmes for teachers. This calls for school authorities and educational planners to consider emotional intelligence training programs on a regular basis, as emotional intelligence of teachers not only helps the teachers, but also the students, the school and the nation at large.

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Chapter 11

Appreciative Leadership: Bringing Out the Best of All Worlds!!!

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ABSTRACT

The 21st century world is connected through a complex web of different technologies where there are lots of complexities faced by various organizations worldwide. There are challenges in terms of employee attrition, uncertain future, and complex and dynamic policies and procedures. We are also constantly bombarded with cutthroat competition and huge challenges in terms of social, economic, political, and environmental factors. We also see workplace diversity, which has become an area of organizational culture. These varied challenges require another revolution in the domain of management and organization at large wherein newer leadership practices would be called forth. This chapter introduces appreciative leadership as the new and the most powerful approach of leadership that addresses all possible challenges of the new world.

INTRODUCTION

We are under immense pressure of challenges and cut throat competitions today. There is competition in new product developments, design, workplace diversity, service sector which has become a primary issue of discussion. To overcome such challenges, a big change is required especially in leadership strategies. This chapter introduces “Appreciative Leadership” as the new and the most powerful approach of leadership that addresses all possible challenges of the new world.

Before delving deeper into the core hallmarks of Appreciative Leadership, let us understand about its foundation model, i.e. Appreciative Inquiry model. There have always been ingrained assumptions on fixing what’s wrong in the organizations. Instead of focusing on “What’s wrong (unhealthy over-emphasis)”, management could focus on “what went on well” and what more could be done for the better and then to the best. So, Appreciative Inquiry focuses on strengths and rejects the weaknesses. For organization development across the globe, the model of Appreciative inquiry is highly participatory

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in nature and provides a strong platform for innovation and change management in the organizations. This is a new affirmative approach based on collective involvement of the population of the organization (Whitney, Trosten-Bloom, 2010; Cooperrider and Whitney, 2005). This Appreciative Inquiry approach is a philosophy and a methodology that provides a platform for revolution and for bringing about a positive change in the organizations. We can see certain organizations such as National Support Teams of United Kingdom and The Dalai Lama Centre for Peace and Education have successfully used Appreciative Inquiry platform and are at their best. They focus on and engage in dialogues about their strengths, their patterns of success and so on for the benefit of the organization and for the community. Appreciative Inquiry involves a big discussion engaging a large number of members of the organization where the talks are based on their individual and collective strengths, their hopes and dreams for the future, as well as their prospects and plans for a concerted action.

BACKGROUND OF APPRECIATIVE INQUIRY – THE HISTORICAL ROOTS

Let us understand more about Appreciative Inquiry by looking into the historical roots of how and why Appreciative Inquiry came into existence. When we look scientific management school of thought that was prominent in the latter part of 19th century, its main objective was about improving the efficiency of workflows by looking at the issues analytically and eliminating waste. This school of thought wasn't popular for about a century. Several critics such as Cooperrider and Srivastava (1987) considered this school of thought as “deficit centred” thinking and Appreciative Inquiry proponents also point that this deficit centred thinking used to be heavily embedded in the organizational practices.

Developing organizations following scientific management principles used to identify, establish and solve things that weren't working fine. An Appreciative Inquiry expert, Bushe (2013a) has briefed this as “inquiry into deficit experiences”

Appreciative Leadership

Appreciative Leadership is grounded in the field of Appreciative Inquiry (AI) defined by Cooperrider and Whitney (2005) as “the co-evolutionary search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system ‘life’ when it is most effective and capable in economic, ecological, and human terms. AI involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential” (p.17). Norum (2006) identified the connection of “purposeful action that integrates the depth and perseverance of servant-leadership and the intentional pursuit of the positive core represented in Appreciative Inquiry” (p. 475). She shifts the focus from the work of leaders to the work of leadership thereby creating a truly democratic relationship. It is in the life confirming space created by this relationship that leadership identifies and brings out “the ‘more’ of people, organizations, and systems so that strength can be fused with strength” (p. 457). Srivastava, Fry, and Cooperrider (1999) summarized appreciative leadership in the context of the primary tasks of an organization’s executives which are envisioning the future, leading in collective sense-creation, and enacting the collective views of what is required. Thus, appreciative leadership is “a way of knowing and perceiving the present that generates visions of the possible; a way of relating with

Appreciative Leadership

others in making sense of shared experiences so that collective action is desirable; and a way of acting or being that, in itself, enables the executive to provide a life giving force to the continuity of everyday organizational reality, (p. 30)”

As such, Mirvis (1999) contended that an appreciative executive needs to develop an enlarged vision for the organization, an enriched view of human nature, and the ability to infuse action with larger meaning. Nurturing the best in others and being a change catalyst is the key role of an appreciative leader (Whitney et al., 2010; Cooperrider & Whitney, 2005). Leaders are considered to be role models of appreciative inquiry in their relationships with others and participate along with other staff and colleagues in the inquiry process. An Appreciative Leader is a strength-based leader, In-fact the leader is considered less important than the queries he asks, the discourse these questions create, and the ongoing quest of seeing the positive potential in both the employee and organization. Leader Membership Exchange (LMX) and Transactional theories of leadership (THL) theories focus on the relationship of leader and member (Avolio et al., 2009). Both theories originate in behavioural theory although Leader Membership Exchange (LMX) theory has moved beyond to focus on different aspects of leader-follower dyads. Appreciative Inquiry moves beyond this behavioural analysis and discussion of leader and follower dynamics to a broader view of organizational stakeholder participation as a catalyst of present and future potentials. Appreciative Leaders work towards a flatter hierarchical structure such that all staff participate in answering the central positive questions at hand and are empowered to innovate and create what is needed to move the organization forward. Appreciative Leaders trust the people they work with enough to step back and allow their staff, co-constructors of the organizational future vision, to get to work. This is a very dissimilar kind leadership role, though there are chances that models of distributed and shared leadership may come nearer in replicating a more shared leadership structure, the crucial factor for Appreciative Leadership is the leader’s position within an appreciative process which sets this leadership theory apart from many others.

Appreciative Leadership centers on how senior leaders develop and introduce high human values in an organization (Srivastva & Cooperrider, 1990). In 2000, Deanna Riley, along with Bea Holland and Marjorie Schiller, developed a model of Appreciative Leadership based on interviews conducted by over 100 OD practitioners (Schiller et al., 2002). They concluded that the characteristics of the Appreciative Leader can be explained using three categories: World View, Practices, and Values.

World View is seen as the conceptual framework or leadership philosophy of the Appreciative Leader. This philosophy includes how the leader envisions the world, his/her role, and the role of others; what the leader views as inspirational and how he/she inspires organizational members; and what holistic views the leader has of him/herself, others, and the organization. Practices indicate the day-to-day behavior of the leader and how he/she challenges, encourages, enables, and coaches subordinates, and how’ they create a dialogue and inquire into the daily activities of the organization. Values indicate the depth of feeling and commitment the leader has. It is measured in how genuine, credible, or respectful the leader is to subordinates, peers, and other leaders in the organization.

These three dimensions work together—much like the layers of organizational culture— to influence leadership behavior on a conceptual, behavioral, and value based level. Appreciative leadership is in its early stages. A review of the literature has not revealed an operationalized definition. Yet, if this approach to leadership is to be taught or more importantly, learned, some body of content must be identified as the object to be examined. Vaill (1999) put forth appreciative executive formation as transcendent development. He suggested a system, as opposed to a list, consisting of seven behaviors. The first of these challenges the leaders toward embracing new values, the possibilities they imply, and the

relativity of values with each other. Within an organization each person has a piece of the truth while no one has all of the truth. Life for a leader is a process of discovering all of the ways organization members have their truths. It is the capacity to embrace the many facets of any human situation. Second, the leader is engaged toward an obsessive reason. This is expressed as an ever developing synergy between creativity, courage, and leadership. It is the manner whereby the leader balances his faith in the process and remains involved with people, problems, and objectives. Third, the leader is confronted toward the development of an open value system. This is not to be thought of as a list of values that one adds to and or takes away from. Openness draws the leader out of his value system and into the value system of others. Fourth, the leader is called toward transcendent development that is shared with others. “It involves leading organization members into a fuller realization of their interdependence and of their common feelings, common loyalties, common opportunities, and common strengths”. Fifth, leaders are directed toward a new vocabulary and grammar of Transcendence. This will serve as a vehicle to better comprehend organizational members’ commitment, spirit, and expressions of self while remaining honest to one’s own essence and responsive to the essence of others. Sixth, leaders are moved toward appreciation of the spirit in larger and larger wholes. Appreciating the entire, the big picture, is not a once and for all experience. The whole always exists within a larger whole. Seeing the big picture is a progressive and transcendent process. Seventh, leaders are urged toward centering in the present. The present is the moment where the spirit is most naturally found. If the system is to be cultivated it will be done in the present or it will not be done at all

APPRECIATIVE INQUIRY APPROACH AND DEFICIT CENTERED APPROACH: DIFFERENCES

Let us understand the major differences between Deficit centered thought and Appreciative Inquiry thought through the following table

Hence, Appreciative Inquiry approach is an alternative approach to organizational development. This is an affirmative approach. So, Appreciative Inquiry focuses on what’s right, what’s working well in the organization and how to work and how to work towards a desired vision (Davidcooperrider.com, 2019). For organizational development, Appreciative model holds the best as it stresses on collective involvement and usage of techniques that would “affirm, compel and accelerate and anticipatory learning” (Cooperrider et. al., 2008).

Table 1. Differences between deficit centered thought and appreciative inquiry

Deficit Centered Approach	Appreciative Inquiry Approach
1. Problem identification	i. Appreciating –Valuing of what is the best
2. Root cause analysis	ii. Envisioning – What might be?
3. Possible solution analysis	iii. Dialoguing – What should be?
4. Action planning	iv. Innovating –What will be?

Appreciative Leadership

Now I would like to provide an outline of the “Appreciative Leadership approach” and how this approach can be applied in different leadership training programmes and activities. This approach will definitely make the young leaders more practical and innovative and enable them to exercise their leadership qualities from the “Appreciation” viewpoint.

APPRECIATIVE LEADERSHIP – DEFINITION

Appreciative Leadership is defined as the relational capacity to mobilize creative potential and turn it into positive power – to set in motion ripples of confidence, energy, enthusiasm and performance – to make a positive difference in the world (Whitney, Trosten-Bloom and Rader, 2010, p. 3). This definition ingrains four essential ideas on Appreciative leadership and the same are elucidated below:

Appreciative Leadership is relational in nature. An organization with all its processes are relational. Nothing is stand alone. Infact, the success of any process within the organization is the outcome of all related factors, be it in terms on men, material and money. Similarly, an efficient leader cannot alone be flexible, inspiring or humble unless he has his team members along with him. Again, an efficient leader never thinks that he is the only decision maker or the kingpin. Instead, he considers himself as being a part of the team, organization and community at large. According to Ken Gergen (2009), “None of the qualities attributed to good leaders stands alone. Alone one cannot be inspiring, visionary, humble or flexible. These qualities are the achievements of a coactive process in which others’ affirmation is essential.” For Gergen, “Leadership resides in the confluence”. So, these leaders accept the fact that they influence their surroundings and the surroundings also influence them and so, they mold themselves as a related part of their surroundings and work collaboratively to achieve success and satisfaction together.

Appreciative Leadership is positive and exhilarating in nature. Appreciative leadership style is the outcome of the positive thoughts of the mind, meditations of the heart and emotions that generate within. These leaders are positive minded and consider every people or situations around them positively. They have a set of beliefs that everyone is unique and that god has bestowed each one of us with his unique gifts and also the power of creativity and this is highly possible when each one is considered important during the `exchange of any dialogues or discussions or any inquiry either individually or in a team.

Appreciative Leadership has the capability to veer potentials into positive power. A leader with the appreciative leadership style is able to understand and feel the great prospects or promises hidden in the people with whom he associates and he is capable of veering those prospects into powerful results. These results are life satisfying results. Under appreciative leadership environment, people make use of their maximum creativity and strength which results in the success of the organization and employees’ overall satisfaction. As stated by David Cooperrider, “*The appreciative leader enlarges everyone’s knowledge and vision of the world ... not by having solid answers but with expansive questions. It is precisely through inquiry that appreciative leaders realize and unleash not their own but other peoples’ genius*” (Schiller, Holland and Riley, 2001). So, appreciative leadership is able to produce positive powerful result by unraveling peoples’ creativity.

Appreciative leadership can cause ripple effect. Each word that we speak and the actions that we do have the power to influence others either positively or negatively. The leaders following appreciative leadership approach can create different ripples and then waves of confidence, energy, enthusiasm and performance – in the lives of their team members and subsequently in the universe. Appreciative leaders are positive and largest ripple-makers. Appreciative Leadership platform keeps the process ongoing. They

open up the floor for energetic interaction and discussions that would unravel people’s creative thoughts to sort out various issues, they manage cohesiveness and proper balance in the team. These are the ripples of change and development from the leader to the team members which ultimately reaches the universe.

FIVE CORE STRATEGIES OF APPRECIATIVE LEADERSHIP

Whitney, Trosten-Bloom and Rader (2010) created five clusters called as strategies based on appreciative practices. They gathered the data pertaining to these appreciative practices through one to one and focus group interviews. This long list of data was finally grouped under five core strategies naming Inquiry, Illumination, Inclusion, Inspiration and Integrity. Each strategy encompasses different array of appreciative practices which would enhance a very effective team performance and organizational success

Inquiry: Appreciative Unconditional and Positive Questions

According to Serrat (2009), “A question is only as good as the answer it evokes, and questions thus contribute to success or failure across different contexts”. The success or failure of any situation depends on the discussion of how to solve it and this discussion is the result of the positive questions that are being poised during the discussion. These are the questions that we craft and ask to unravel the creativity and strengths in others. A leader can throw up wise questions to the team to discover a positive and powerful solution response from his team members. This strategy makes people to feel that they are the part of the team and that they are the prized possession of the organization. When the leader asks them to share about their thoughts and feelings, stories and suggestions for the future and the leader listens and takes notes on what they say, then these people of the team feels personally that they are the part of the team and the organization. They unravel creative and honest ideas. There arises sincerity and honesty in the collaboration

Figure 1. Five appreciative leadership strategies



Illumination: Opening up of Heart and Mind to Deliver the Best

Appreciative leaders are themselves creative in nature. They are able to see the competencies and strengths in others. They are able to illuminate the heart and mind of the people so that they could use their individual gifts and talents collaboratively for the success of the business and the organization. So, Appreciative Leadership brings out the best in people both individually and collectively. Peter Drucker once goes on to say about the task of leadership as “To create an alignment of strengths and make people’s weaknesses irrelevant”. This leadership strategy is purely strength based. This platform provides perfect growth of the employees based on their strength where investment is made only in the areas of strength whereas weaknesses are avoided. This approach enables the employees to shine more in the areas of strength which would create a ripple effect for even others to follow. Even Appreciative Human has designed various HR processes in such a way that would understand the employees’ strengths through performance management patterns, and based on that training and development would be provided, career development plans and succession planning would be executed.

Inclusion: Sense of Belonging

We work in a diverse set up where the workforce come from diverse backgrounds with different ideas, thoughts, beliefs, languages, personality, culture and talents. To unravel creative power from these diverse set of workforce require an exceptional brilliance. Appreciative leadership works in this principle of inclusion. This principle focuses on continuous engagement and relationship with the diverse group of employees, to co-create the successful future. This approach makes the people feel as a part of the big team. They feel connected and at home. The manager or the leader may invite his team members to collaboratively design a new process or to solve any issue and the outcome would be creative and unbelievably fantastic. Finally, when people feel that they are included, they feel secured and then they care for it. They come up with various ideas to show and prove that they really care for it.

Inspiration of Hope: Collaborative Envisioning

Appreciative Leadership is a source of great inspiration to the team members. It unravels the hidden strengths and skills of the employees through the power of inspiration. This approach enables the employees to collectively hope and envision the future direction and goals. It invites people to contribute and co-create newer processes and services for the excellence and achievement. Through this platform the leader is able to inspire his or her team members to work together towards the common cause and objectives which may be very challenging. He or she brings about a dynamic change, a great transformation and breaks all the barriers to enlighten innovation in the thought process of the employees. This approach brings about newer possibilities, new hope and development even during the time of market crisis. It is this spirit of inspiration that works amazingly and turns the hopelessness into hopefulness for the best and sustainable development. This is why various industries such as banking and hospitality has customer service centers that deals with customer complaints and also take suggestions from various sources even from the customers to overcome challenges for development.

Treading on the Track of Integrity

Organization, family and society are different segments that a person has to balance while working. We work not only for ourselves but also for our company and for the betterment of the community. So, it is this Appreciative Leadership approach that enables people to work for the betterment of everybody. This is where relational integrity takes place. People from the organization, customers and even the family members of the employees are invited and inspired to provide suggestions or creative ideas for the greater good. This is where trust plays an important role. When different people are engaged in the process of decision making for the greater good, then people feel that they are also a part of the entire community and that their ideas will be valued and trusted and hence, they will be motivated to come up with awesome ideas for the overall development and growth globally. To tread on the track of integrity is to work towards a common greater good wherein others are involved and helped to achieve perfection. Employee attrition is not a positive term. However, through Appreciative leadership style, different leaders and managers can be called for and discussed for creative ideas that could turn employee attrition into a positive affair where such employees under attrition could be offered various other alternatives such as sharing of jobs, part-time work, career counseling, and external job fairs and so on. This is how Appreciative leadership enables one to tread on the track of integrity for perfection, peace and prosperity across the globe.

CASES IN POINT

Appreciative Inquiry in Indian Hospitals Of Gujarat

‘Appreciative inquiry’ (AI) was introduced in three maternity units of hospitals in Gujarat, India wherein in-depth interviews were conducted with health personnel to elicit information on the environment within which they work, that included the hospital’s physical and organizational infrastructures and other factors like, motivation, attentiveness, practices, their values about their role, and other health system dynamics that could have an impact on the infection control activities. Data were acquired from three hospitals which instigated AI and another three which were not involved in the intervention. The results obtained from this research were unbelievable. AI was perceived as having a positive effect on infection control practices. Respondents also said that management processes upgraded although some hospitals had already experienced an accreditation process that impacted the changes described. Participants stated that team relationships had been reinforced due to AI.

Appreciative Inquiry in British Broadcasting Corporation (BBC)

The British Broadcasting Corporation (BBC) was established in 1922 and has been operating eight TV channels, 53 radio stations, and BBC website. It employed more than 5,000 journalists and a large number of independent minded producers and editors. The culture of BBC was to question, challenge and critically analyze any issue. There was mistrust among colleagues and a very high level of personal competition. Anything was done based on persuasion and influence. The prevalent culture encouraged personal level creativity but as a group there was no cohesion. Also, the group as a whole was not seen to be very creative and constructive towards the business of BBC. The Director General of BBC, Greg

Appreciative Leadership

Dyke, in 2002 felt that there was a strong need to change the culture of this organization. The low level of team work and poor leadership had to be reduced. This whole exercise was carried out through a program called 'Making It Happen' using AI principles. This exercise started with a complex consultation exercise called 'Just Imagine'. The project was led from the front by Greg Dyke who associated himself strongly and personally with the exercise. During this exercise, he was also able to develop a strong emotional connection with a large number of BBC staff in a reciprocated manner. The whole exercise was very well planned. The formats for generating stories, quotes, and ideas were well defined before the start of the exercise. The standardization helped in keeping record of all the ideas that were generated in the six months of 2002 where more than 10,000 employees participated in about 200 meetings across the globe. Attendance was voluntary. The number of people participating varied from 25 to 200 at one point of time. People were asked to pair up and have reciprocal interviews about their positive, successful, and proud moments at BBC. The specific questions were: a. What have been the most creative/valued experiences in your time at the BBC? b. What were the conditions that made that experience possible? If those experiences were to become the norm, how would the BBC have to change? Almost 98,000 ideas were noted and analyzed. Each of the pairs discussed their stories with smaller groups of 10 colleagues to filter our most powerful and affecting stories. These shortlisted stories were shared with the whole team. In the process nearly 98,000 ideas were captured, analyzed, and fed back to the divisional and pan-BBC change team for evaluation and implementation. Some of the generated ideas were easy to implement with little cost and effort. These were implemented immediately. Others were quite complex and difficult to address e.g. demand for more feedback and development, a flexible holiday scheme, job shadowing, and enhanced induction program for new juniors. The exercise also generated many comments and suggestions regarding the value system and the behaviour in the organization. These were classified into six aspirational values: a. Trust is the foundation of the BBC: we are independent, impartial and honest. b. Audiences are at the heart of everything we do. c. We take pride in delivering quality and value for money. d. Creativity is the lifeblood of our organization. e. We respect each other and celebrate our diversity so that everyone can give their best. f. We are one BBC: great things happen when we work together. This helped BBC in creating a new culture over a period of time. The initiatives continued even after Dyke left the office.

Appreciative Inquiry in The Vancouver School District

The Vancouver School District used AI model to lead the change process and make the school as one of the best places for learning. For this purpose, the school started a district wide planning process involving all the stakeholders (students, parents, teachers, administrators, and all other employee groups). These stakeholders discussed and developed a common understanding of the school's core objective over the next one year. The following year (2004-05) planning process was sustained and refined (Filleul & Rowland 2006). This was done to facilitate congruence among roles and functions of the organization and make them more consistent with the broader organizational goals. In 2005-06, nine inquiry sites (three single schools, five groups of combined schools, and one district school) participated in the process. These were selected based on the proposal that they had submitted and the presence of strong team at the site. District support was provided in the form of coordinators, who facilitated interviews and management of the projects in general. These coordinators were given two days training on what is AI and how will it be useful in achieving the overall goal of the school. Each team was asked to develop answers, through stories of their own and their colleagues, to two questions: (i) what do educators do

that create exceptional learning experiences and (ii) what choices and options offered in the educational setting enhance the learning experiences (Filleul & Rowland 2006). These stories became the basis of further discussion in smaller groups. These discussions led to filtering of important stories which were shared with everyone. The filtered stories became the basis of imagining future by each of the participants and inspiring them. In the next phase, the imagined future was to be translated to practical action by each of the participants by preparing design statements. The participants experienced what involved in making their dream true. It also helped in making them focused towards achieving their dream. In the last phase, these participants developed innovating action plans for ensuring the implementation of their design statements. Since these statements were made by the stakeholders, they were far more committed towards achieving them. Overall, this change process helped in creating a group of enthusiastic, committed, and focused group of individuals working towards a common goal.

CONCLUSION

The world of 21st century though connected through web and various technologies is but filled with complexities, crisis and challenges. There is uncertainty in economy, uncertainty in new policies and procedures, uncertainty about competitors and cut throat competitions in businesses, uncertainty about usage of latest technologies and how the same would affect one's business and the community. However, Appreciative leadership strategy is the only solution found to be strategically strong in dealing with this problem of uncertainty. A collaborative approach with appreciation is required to proactively handle such uncertainty challenges.

Another top challenge faced by the world today is globalization, where even school students are required to learn and understand about the foreign cultures. "Internationalism" is incorporated in almost every international school's curriculum, be it in India or Sri Lanka or China or elsewhere abroad. Again, for new market penetration in a foreign land with either existing or new products or services, require a lot of planning in advance. First, understanding about international culture and international market is mandatory. This requires a lot of research and gathering of information. Now, this is where Appreciative leadership approach can provide an excellent solution where a lot of collaborative work, inquiry, inspiration and integrity is required. Such challenges can be handled through Appreciative leadership approach.

Again, many organizations are struggling with the process of innovation and are frightened to open up the innovative culture. Such organizations need to change their leadership or management style to Appreciative Leadership. This platform will definitely help where innovation and creativity would flood the entire process and lead the organization towards excellence.

There are other challenges faced by organizations, such as, sudden changes in government policies, the increasing rate at which technological improvement is taking place, workplace diversity where people do not agree as they have different opinions for solving the same problem, diverse population of suppliers and customers. Again, researches have shown that nowadays, corporate managers are lacking in strategic thinking. They are more into everyday problem solving where they jump from one fire, put it off and then jump on to another depending on what their team members are struggling with. They become so much obsessed with this job that they forget to navigate the future. So, such leaders need to change their leadership strategy from Deficit Centered Approach to Appreciative Leadership Approach (ALA).

Appreciative Leadership

The varied challenges that have been discussed above require new leadership approach for handling successfully and Appreciative leadership style would solve this purpose. For every challenge, relational, conversational, social constructive approach to leadership is needed (Vilanova, 2018). The five elements of Appreciative Leadership are the ultimate antidotes to overcome various challenges that we face today.

Be it America or Asia or Europe or Australia, all the major cities of these continents such as Shanghai, Mumbai, Tokyo, Singapore, Hong Kong, Jakarta, Kuala Lumpur, New York, Washington, Moscow, Sydney and many others are hubs of dynamism, commerce and opportunity. So, for bringing about a positive change and for making a positive difference in the world many industries are thronging towards Appreciative leadership approach. There are various intensive Appreciative Leadership development programs, workshops and retreats for 3 -7 days organized by various dedicated consultants and practitioners for building organizational and leadership capacities to make positive strategic changes in the organizations and in the world in totality. Hence, Appreciative Leadership development of individuals is indeed very vital for the community as it brings the best of every individuals.

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Chapter 12

Engaging Employees With Positivity: The Role of Appreciative Inquiry in Employee Sustainability

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ABSTRACT

This chapter attempts to find the role of appreciative inquiry in employee engagement and organizational transformation. An attempt has been made to explain the impact of appreciative inquiry on employee engagement, which eventually helps in organizational transformation with minimal hindrances. Employee engagement has turned into an undeniably conspicuous issue in the region of organizational development (OD) likely because of the developing collection of research encompassing the positive connection between employee engagement and organizational development, which also comprises profit margin. Appreciative inquiry is a vision-based approach of open dialogue that is designed to help organizations and their partners create a shared vision for the future and a mission to operate in the present. The main thrust area of appreciative inquiry is to find out what works best for the organization. Instead of focusing on negativity, appreciative inquiry focuses on the positive aspect of the organization.

INTRODUCTION

In recent years, employee engagement has become a very popular topic of discussion. Worldwide, many organizations have felt the need of increasing the percentage of engaged employees and they are taking steps to do so. Google, for example believes in nurturing a transparent culture in their organization in order to ensure engagement among the employees. Transparency ensures empowerment employees as well as creativity and collaboration among employees (Flintand Hearn, 2019). It is believed that by empowering employees, engagement can be achieved. In many organizations, employees are treated as partners. Since the employees are treated as partners, they take part in decision making in the orga-

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nizations.(Flint and Hearn, 2019). This is one of the best practices in Google Inc. Full contact, on the other hand provides paid vacation to their employees in order to encourage engagement. They inspire the employees to go on a vacation funded by the organization, but on one condition that they cannot receive any official message or call. These paid vacations will reduce the dependence on any particular employee and at the same time will lead to belief in the efficiency of the coworkers.(Maier,2016).In Virgin, it is believed that to flourish in any business, one has to build an environment where employees will love to work and feel at home.(Flint and Hearn, 2019)But why has employee engagement become a much discussed topic these days? This is because employee engagement reaps many benefits for the organization. Employee engagement leads to enhanced employee performance, reduced absenteeism, job involvement, and many more. Among the many benefits of employee engagement, employee sustainability is one of the important benefits. Employee engagement helps the employees to go beyond just earning a livelihood. Nowadays, employees are not only happy with a handsome salary. They want to be a part and parcel of the organization. Employee engagement helps to balance personal life and work life. It gives them opportunity for learning and develops passion towards work. Employee engagement develops creativity among the employees, helps them to be innovative and in the process, enables the organization to achieve competitive advantage. It also leads to job satisfaction and lower rate of attrition and increased employee sustainability.

To make employees more engaged at work, it is important that the organizations know the strengths of its employees and helps to nurture them. Best productivity can come from instances where employees are able to deliver their potential. From this perspective, one of the organizational development practices that delve into the understanding and exploring the best potentials of the individuals at work and organizations at a whole is Appreciative Inquiry (hereafter AI). In one study it was found that, in two cases, innovative ideas got established and polished through the exceptional contribution of individuals from various backgrounds under appreciative inquiry (Richer, M. C., Ritchie, J., &Marchionni, C. (2009).. The heart of any organizational democracy is talking, exploring, initiating dialogue and inquiry; through this organizational members are engaged in defining better results for their firms.

Some of the building blocks of employee engagement, as research suggests, are as follows:

- **Building High Level of Trust:** The power of trust is often undermined by the leaders of an organization. But, if trust can be built up, it can reap many rewards-engaged employees, retention of top talent, positive work culture, etc. Following are examples of behaviours that can lead to building trust:
 - i. Clarity in working of the company
 - ii. Prompt dissemination of information
 - iii. Giving impartial attention to each and every employee
 - iv. Acceptance of failure
 - v. Uniform communication
 - vi. Uniform practices
 - vii. Realistic commitment
 - viii. No fault finding
- **Treating Employees Well:** Understanding the employees' actual needs and respecting those needs is crucial for developing engagement. Giving due respect to the employees helps to boost up the morale of the employees which in turn leads to higher level of engagement.

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- **Deliver Promises:** A company's ability to fulfill its promises governs the integrity and truthfulness of the company. If a company can deliver the promises it has made to the employees, it will be able to fulfill the promises made to the customers also.
- **Envision:** It is not only enough to put down in statement a well thought and well explained vision of a founder. In order to realize the vision, it is essential that it is communicated to each and every employee of the organization. Vision should be inculcated within each and every individual.
- **Opportunity for Career Growth:** Most employee engagement surveys put 'career development opportunities' as one of the top most priorities in the minds of most employees. According to research findings of Blessing White when there is clarity in the definition of career success to an individual, it increases both job satisfaction and performance in their present job. It also enables lateral movement of the employees.
- **Design Meaningful Jobs:** Employee engagement can be ensured if both job enlargement and job enrichment is ensured at workplace. This brings variety in jobs as a result of which boredom in workplace reduces. Designing meaningful jobs also bring about creativity among the employees. The result is increased productivity and higher level of commitment among the employees.
- **Breathing Offices, Safe Workplaces:** The 'Generation and Workplace Annual Report' by Johnson Controls in the year 2010 clearly shows a relationship between nature of workplace and employee engagement. Nowadays ergonomically designed workplace is being stressed upon. Ergonomically designed workplace will take into consideration the physical as well as the social environment of the worker. Safer, breathing and ergonomically designed workplace contributes to higher employee engagement and higher productivity. An employee gets emotionally attached to the workplace which helps to boost up the morale of the employees.
- **Collaborate and Involve:** In this world of globalization, employees are spread all over the world. Therefore the need of the hour is collaboration among the widely spread work teams. At the same time, employees should be involved in important activities of the organization. This develops a sense of belongingness and importance among the people. It also enables the employees to use their creative skills at workplace. Both collaboration and participation leads to higher level of engagement.
- **Employee Empowerment:** Empowerment means instilling a sense of ownership among the employees. Empowered employees' takes part in decision making and planning process and the employees are motivated to do what they are best at. Global engagement study by Blessing White has showed empowerment as one of the top prime concern among the workers. Empowerment satisfies the esteem needs of the employees. Workers feel valued in the organization. When the workers perceive themselves as valuable, they will feel passionate about their work. This in turn results in higher level of engagement among workers.
- **Encourage Informal Networking:** Informal network helps in relationship building among the employees. It also develops trust among the employees which results in information and knowledge sharing amongst them. It also helps the organization to identify the negative vibes that may have developed within the organization.
- **Communication:** Communication is an important contributing factor to engagement. One of the ways to ensure engagement is to align the goals of the organization with that of personal goals. This can be ensured through effective communication. Organizational objectives and goals should be clearly communicated to each and every employee. Employees must be communicated about where the organization is headed for. Thus, communication plays a very important role in employ-

ee engagement. In addition, as mentioned earlier, nowadays due to globalization, work teams are spread all over the world. Therefore, developing new and improved methods of communication has become very essential for succeeding in any venture. Thus, communication and engagement is closely linked. (Sengupta,Ramadoss,2012,p.32-51)

EMPLOYEE ENGAGEMENT IN ORGANIZATION

Employee engagement has received considerable attention worldwide. It is being implemented by various companies. American Express for example concentrates on behaviour as measure to engage employees. The company has seen that engagement increases where the behaviour of the employer towards their employees has been on an emotional level. Therefore, American Express since long time has not only given importance to the result but also on how the results have been achieved. (Flint and Hearn, 2019)

Hyatt's employee turnover is very low in contrast to the trend in hotel industry. This is because Hyatt emphasizes on employee development. The emphasis on representative advancement and advancing from inside has a huge impact in this. Another intriguing practice, associated with improvement, is the manner by which they engage their representatives (whom they call partners), to listen cautiously to one another and visitors, to have the option to take care of issues and make new arrangements, instead of following contents of what to do, making the visitor feel unique and heard. (Flint and Hearn, 2019)

Companies that have given importance to employee development have motivated the inner self of the employees which is very much essential in this changing world. Motivation of the inner self helps the employees to welcome change and thereby helps in organizational development.

Wipro operates its employee engagement programs at all level-individual level, unit level and at organizational level. According to Wipro Sustainability Report (2015-2016), the key organizational modifications and announcements are cascaded by emails, internet messages, posters, kiosks, on-floor meetings and through company and human resources teams. Throughout the year, the management team engages with staff through online chat sessions, leader blogs,' Wipro Meets, at organizational level,' All Hands Meets ' at company unit level, round table conversations and functional evaluation meetings and offsets are organized. Another significant opportunity for engagement is to satisfy staff through one-to-one conference and team conversations through business managers and HR teams. In addition, company units use tailored engagement frameworks to satisfy employee-specific requirements in that unit or business or domain.

Wipro has created a broad social platform for enterprises to guarantee connectivity among geographically extensive staff and to allow them to work on cooperative projects without any time limitations or placement. They also allowed employees to provide real-time feedback to interact directly with senior authorities or functional teams through internet surveys.

TCS has an average employee engagement score globally at 73%. The engagement score of TCS in Asia Pacific region increased from 73.9% between 2012 and 2013 to 74.8% between 2013 and 2014. There is a prevalent understanding in TCS of Australia and New Zealand that engagement is characterized as the connection among people and the workforce where the workforce contains co-workers/team members and superiors. TCS has not given a consolidated definition of engagement. It depends on the verifiable understanding of the connection among employees and workforce. The definitions are subsequently remarkable to TCS and can't be embraced nor deciphered by other outer associations. Communication of employee engagement takes place at two levels in TCS of New Zealand and Australia. Pulse Survey

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conducted by TCS leadership team all over the world communicate the Employee Engagement score from the organizational level to the individual level through intranet and key note speech by the CEO. On the other hand, there is indirect communication of the definition and strategy of employee engagement by the employees and the human resource professionals with the help of programmes like Maitree, Transformers and alike (Boanca,2014).

Reliance Industries Ltd (RIL) has developed with a one of a kind activity to connect with their workers called, “R-VOICE”. It is a radio engagement program for the representatives to impart their insights, propose and see the accepted procedures inside the association. This activity will be a stage to comprehend the workers’ better, sort out the hazy areas, get a reasonable picture about their idea and feeling about the current authoritative practices. In the present month, “Supervisor Best Practices” topic is going through R-Voice, where the workers can tune in and become familiar with the accepted procedures embraced by a portion of the chiefs over the association.

Reliance Industries Ltd (RIL) has evolved with a noteworthy initiative to have interaction with their workers referred to as, “R-VOICE”. It is a radio engagement program for the representatives to impart their insights, propose and see the accepted procedures inside the association. This activity will be a stage to comprehend the employees’ better, sort out the grey areas, get a reasonable picture about their idea and feeling about the current authoritative practices. Because of this initiative Reliance has been branded as “Listening Organization”.

Companies like Infosys, Accenture and Flipkart have taken inspiration from Reliance and have started their own radio engagement program. This remarkable activity draws in, persuades and connects with employees resulting in lower attrition rate on account of the significant experiences the employees get from over all degrees of association. The mode of radio in employee engagement is infotainment approach to engage the employees through music and in the process enables the employees to subsume the messages and that is the reason it has demonstrated a significantly more successful correspondence mode than emails, pamphlets or posters.

APPRECIATIVE INQUIRY AS A METHOD OF ORGANIZATIONAL DEVELOPMENT

To an appreciable degree, emotions play a crucial role during a change process in an organization. Emotions impact change regardless whether the impact is a favorable one or an unfavorable one. Change generates a feeling of uncertainly, insecurity and threat to their existence in the organization. Radical authoritative change could in this manner be an extremely emotive occasion. The more diverse changes happen, the more negative feelings, for example, disappointment and tension will be experienced. In the event that the emotional involvement in the change procedures is conventionalized as unreasonable or unjustifiable, the change procedure could be difficult and cause solid obstruction. Organizations carry out the mediations during the change procedure with enormous hindrances, when the effect of feelings has been thought little of. Pioneers should carry out the mediations by giving due importance to emotions during the change process. One of the best mediations in this regard is Appreciative Inquiry (AI).

In this changing world, business leaders and managers are continuously faced with various types of challenges. Among the various change management strategies that the leaders adopt, Appreciative Inquiry is a modern one. It is tailored to the needs of the organization. It is a comprehensive tool of change management which empowers organization to engage and motivate diversified and scattered workforce. It also enables the customers and stakeholders to participate in the future of the business.

Appreciative Inquiry also enables the organization to identify their strengths and areas of competitive advantage and expand the same (Whitney and Cooperrider, 2011). Appreciative inquiry suggests that instead of finding faults in employees or what is not working properly in an organization, it is better to focus on the good, the better and best actions that is often not discoverable; if this is done, it will help in organizational development. Appreciative inquiry is a philosophy that stresses coordinated effort and investment of all voices instead of a single voice.

Appreciative inquiry is done to best understand organizational members' values and the peak moments/experiences of what has worked well in the past. The inquiry also includes questions about the core factor that gives life to the organizations' continued existence and wishes for the future. Its internal focus is on strengths.

Appreciative inquiry refers to a process of knowing that draws one to inquire beyond superficial appearances to the deeper life enhancing essentials and potentials of organizational existence.

The fundamental proposition of Appreciative Inquiry can be compared with a glass half filled with water. There are two ways in which an organization can view this half-filled glass of water. If the organization views it as half empty, then it is likely that the organization will be more interested in fault finding activity. They will be more interested to find out what is not working well and who is responsible for the fault. On the other hand if the organization views the glass as half-filled with water, then it can be said that the organization has a positive outlook. They will make an attempt to find out what is working best in the organization and try to enhance it. (Stevenson, 2007)

It is used as a co-inquiry from multiple perspectives to understand organizational effort to create a vision, serve its mission, obtain desired goals and objectives and design the best strategies.

Appreciative inquiry plays critical roles in the strategic planning process. It provides a framework for the organization to compete as strategic assessment, and it emphasizes a collaborative process of open dialogue to help the organization stakeholders to understand what they see happening when the organization is working at its best. As the stakeholders identify and describe the "life giving" forces of the organization, together they can imagine and impart innovation to the future of their organization with energy, vitality and commitment. The positive language and affirmation should fit with the value system of the organization. In addition, the process can be a helpful approach in any strategic planning effort because it requires a strategic vision, collective action, multiple parties and an empowering context for innovation and development.

The change process through Appreciative Inquiry can be described through the Five-D Phase Cycle. The five phases are as follows:

- **Define (Setting the Stage):** Selection of the area of study and investigation is the most crucial aspect in this stage. A key idea of AI is that some positive aspect of the organization will be selected as the focal point of the inquiry. This positivity will help to construct the questions for the second phase i.e. Discovery.
- **Discovery:** In this phase interview questions are framed to find out what works best for the organization. The questions can be related to technology that enables the employees to work without any hindrances or may be any other positive issues. The interview is generally conducted in groups. Members in a group interact with each other to share their positive experiences as well as they share what helps them to remain positive in the organization. Post interview they analyze what resources and facilities have helped the members to achieve success in past.

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- **Dream:** Information collected from the previous phase will help them to design their future course of action. The dream may be expression in written form or in some other way such as posters, drama, songs, etc.
- **Design:** Once the dream has been designed, the members have to decide upon the infrastructural facilities and management systems required giving shape to the dreams.
- **Deliver:** In this phase real time plans are chalked out and the responsibilities are assigned to groups and sub groups to make the plan successful. (Stavros, Jacqueline & Godwin, Lindsey & Cooperrider, David, 2016)

APPRECIATIVE INQUIRY AND EMPLOYEE ENGAGEMENT

Appreciative Inquiry has been variously found to be associated. Various workshops, summits and intervention programmes have found the same. In certain experimental situations as well as research platforms, it was attempted to understand if AI would impact employee engagement. When AI was adopted as an OD tool, the diverse phases of AI allowed exchange and alteration of knowledge into groundbreaking ideas, supporting the premises of the theoretical framework (Richer, Ritchie & Marchionni (2009). When engaged in instituted workshops on AI, it was found that participants enjoyed having a ‘voice’ at a time when they felt comparatively ineffective in a context where decisions were being made only by their higher level managers (Doggett & Lewis, 2013, Chakraborty, Gupta, & Chatterjee, 2018). In another study it was found that AI demonstrated advanced levels of group identification (Peelle III, 2006). Authors suggested that because of an AI approach at work, creativity, ownership, and accountability increased and that the AI Virtual Summit that they conducted, resulted in many positive consequences (Conkright, 2011). Through appreciation and engagement, the interventions related to appreciative inquiry enabled positive supportive actions towards a new future, that holds the capacity to build and broaden organizational outcomes (Cooperrider & Godwin, 2011). Other researches have also pointed out the connection between AI and work engagement. AI provides adequate resources stimulating personal development and knowledge and development opportunities as a path to increased employee engagement. Culture of employee engagement can be built, and it should be paved through the tenacious efforts of managers and leaders in the organization. Positive work environment leads to positive outcome of performance (Chakraborty & Ganguly, 2019). Appreciative inquiry process practiced at an individual and organizational level, leads to self-motivation, learning and open attitude, enabling self, openness, inquisitiveness for searching strengths and success, optimism and creativity. (Chakraborty & Mishra, 2019).

BENEFITS OF APPRECIATIVE INQUIRY

Appreciative Inquiry is a vision based approach of open dialogue that is designed to help organizations and their partners create a shared vision for the future and a mission to operate in the present. Today’s organization can benefit from an appreciative approach of inquiry which invites organizational members to learn and value the history of their organization and its culture. The Appreciative Inquiry approach allows them to:

- Build on their strengths
- Discover profitable opportunities
- Visualize goals and strategic alternatives
- Identify enabling objectives
- Design strategies and tactics that are integrated with their most successful programs and supply chain partners
- Implement a strategic plan that is a dynamic, continuous and living document

ORGANIZATIONAL DEVELOPMENT THROUGH EMPLOYEE ENGAGEMENT

Employee engagement has turned into an undeniably conspicuous issue in the region of Organizational Development (OD) likely because of the developing collection of research encompassing the positive connection between employee engagement and organizational development which comprises profit margin also. Organizational Development professionals, both internal and external, are being increasingly requested by the top brass of the organization to suggest strategies for increasing the level of engagement of the employees. Several OD techniques are available to increase and retain the engagement level, but research has shown none of the techniques to be fruitful. In the past, organizations have tried to increase the level of Employee Engagement through problem solving approach, i.e. to identify the problem first and then devising strategies to solve the problem. But in spite of these change management strategies have undergone a change in recent years as research suggests. Organizational practitioners are no more dependent on traditional methods of change management where the process would begin by identifying the problem areas and then proceeding to solve it. Nowadays, OD specialists rely more on stressing the important on the strength of the organization in order to enable change process. One of these strategies is Appreciative Inquiry which helps to improve the engagement level of the employees.

PRESENT SCENARIO OF EMPLOYEE ENGAGEMENT

Employee engagement has positive impact on the performance of the organization in many areas. Jessen (2014) have researched that highly engaged employees were 87% less likely to quit their job than the disengaged employees. 75% of the employees who quit their job actually quit their bosses (Jessen, 2014). Autry (2019) asserts that 2% of employees are of the opinion that learning and development is the most important deciding factor while selecting a job. Most of the employers think (89%) that employees leave their job because of more money and other benefits. But, the reality is, as research shows, that only 12% of employees leave job due to more money (Jessen, 2014). 67% of millennial's are likely to quit their jobs if their present company does not provide them growth and leadership opportunities (Autry, 2019). 2006 ISR survey of 664,000 employees all over the world have shown that higher level of employee engagement actually improved financial outcomes of organizations in terms of operating income, net income and earnings per share. Engaged workers were more likely to exhibit discretionary efforts and improve individual performance (Sengupta and Ramadoss, 2012).

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Table 1. Towers Perrin Global Workforce Survey, 2005

Area*/Country	Highly Engaged	Moderately Engaged	Disengaged
Global*	14	62	24
Mexico	40	51	9
Brazil	31	62	7
United States	21	63	16
Belgium	18	67	15
Canada	17	66	17
Germany	15	70	15
Ireland	15	70	15
UK	12	65	23
Spain	11	64	25
South Korea	9	71	20
France	9	68	23
Netherlands	8	73	19
China	8	67	25
Italy	7	64	29
India	7	37	56
Japan	2	57	41

Source: Reprinted from Employee Engagement by Sengupta and S.Ramadoss by Biztantra Publishers

EMPLOYEE ENGAGEMENT THROUGH APPRECIATIVE INQUIRY

A highly engaged employee will reliably beat and set new norms. In the workplace research on employee engagement have time and again asked employees whether they have the chance to do what they excel at consistently. Just about 20% of the workers have answered in assertion. Anyway the individuals who have done that have additionally scored considerably high on execution. It is in this scenario that Appreciative Inquiry comes into play. The main thrust area of appreciative inquiry is to find out what works best for the organization. Instead of focusing on negativity, appreciative inquiry focuses on the positive aspect of the organization. Thus, implementation of appreciative inquiry will help the employees to excel at what they are proficient at.

Implementing appreciative inquiry requires a cultural change in the organization. It should be made applicable for all categories of employees irrespective of their position, gender, age etc. Appreciative inquiry alone cannot bring about any change. Learning and leadership has to work hand in hand with AI to make any change successful. It has been seen that many change efforts have failed because it has fallen into the deaf ears of the leaders. Also, change cannot be brought about in one day. It is a continuous process. As mentioned earlier, it has to be embedded into the day to day practices of the organization. An efficient feedback system should be in place so that any loopholes can be immediately corrected

Appreciative Inquiry motivates the employees to share their best practices and to interact with each other so that they can delve into the areas where the organization can excel. "Appreciation and connecting" are the two pillars of Appreciative Inquiry. Employee engagement is seen at its best where the

Table 2. Appreciative inquiry initiatives

Organization	AI Initiative/Award
Avon-Mexico	To address the issue of gender equity and a pilot project for Avon globally. Catalyst award for Best Place to Work in the Country for Women 1997
British Airways North America	To create and sustain delivery of “Excellence in Customer Service”
Cleveland Clinic	To discover what makes the clinic function successfully (first AI initiative)
Mc Donald’s	To become the best employer in each community around the world by putting “People First”
Roadway Express	To engage its unionized workforce into strategizing about the company’s future
Save the children	To change how the organization could be re-created and led to achieve and sustain its mission
NASA	To create a strategic plan for OHR division to align with larger NASA vision and to work to build a more inclusive participative culture

Source: Adapted from Appreciative Inquiry Handbook by David L. Cooperrider, Diana Kaplin Whitney, Jacqueline M. Stavros retrieved from <https://books.google.co.in>

employees do not have to compete for resources. Research has shown that organizations which make both job and personal resources available for employees have high level of engagement. Thus, it can be assumed that Appreciative Inquiry supplies the necessary job and personal resources to contend the basic psychological need and intrinsic motivation; thereby contributing towards employee engagement. A higher level of employee engagement refers to a higher level of vigor, dedication and absorption in work. Vigor, dedication and absorption are the three elements that comprise work engagement as per Schaufeli and company. To assure that these elements are present, availability of job and personal resources should be adequate. Implementation of appreciative inquiry ensures that these resources are available in the hands of the employees. Thus, appreciative inquiry paves the way to employee engagement (Verleysen and Acker, n.d.).

Verleysen, B. and Van Acker, F. conducted a survey to find out the relationship between Appreciative Inquiry and work engagement. The study was conducted among 132 employees of Flanders and Netherlands. For the purpose of the survey, they developed a Connecting and Appreciation at Work Scale. Result of the study showed that intrinsic motivation played a mediating effect in the relationship between Appreciative Inquiry and Employee Engagement. The study depicted that intrinsic motivation was displayed at instances when “employees experience positive feelings and enjoyment because of the activities themselves, exploring new frontiers and striving to master new challenges”.

Guevara (2016) carried out a research project at an Art and Design University in the South Western Region of the United States. The main purpose of the project was to apply the AI framework as a model for encouraging collaboration and trust between two departments of the University. Hammond (1996) has asserted the role of appreciative inquiry in redefining things. The responses of the participants indicated that Appreciative Inquiry plays an effective role in building up trust between colleagues as well as embracing change through a positive outlook. This development of trust helped to develop collaboration among the team members.

Building trust is the root to building engagement. Development of trust is a time taking phenomenon but once it is achieved it has substantial impact on engagement. Employee feel more engaged when they work in a safe, cooperative environment. Safe in this context means that employees trust one another and are able to quickly resolve conflicts when they arise. Trust could have an enormous effect on organizational effectiveness especially during change. Thus, if Appreciative Inquiry is implemented in

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organizations, trust may be build up among the employees which in turn will help to improve the level of employee engagement.

The study also showed that Appreciative Inquiry helps to develop collaboration. In a globalized world that we live in today, the issue of collaboration among employees working in various teams across cities, countries and continents has become very significant. McKinsey & Company's report on Mapping the value of employee collaboration(2006) observed the following:

- Falling communication costs, globalization and the increasing specialization of knowledge based work are making collaboration within and among organizations increasingly important;
- Yet few companies understand or know how to manage the intra-company networks
- A few leading companies are beginning to map their networks of relationships, to analyze the economic costs and benefits that key interactions create, and to identify value creating interventions
- Successful interventions help companies to reduce complexity, redefine roles, and allocate financial physical and human resources more efficiently

Facilitating collaboration amongst employees enables a feeling of being connected with company, co-worker clients and changes in the internal and external environment and definitely contributes in increasing their engagement levels. So, it can be assumed that Appreciative Inquiry helps to build collaboration among employees which in turn contributes to higher engagement.

CONCLUSION

Appreciative Inquiry generally yields results which is immediate and pronounced. Not only personal, but the result also leads to organizational transformation too. Successful implementation of Appreciative Inquiry improves organizational performance, productivity and profitability. Results of Appreciative Inquiry can be made sustainable by strategically aligning the core processes of an organization with Appreciative Inquiry principles and methods. AI principles and methods should be integrated with the day to day practices of the organization so that the level of participation and motivation of the employees increase to a considerable amount.

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Chapter 13

Role of Appreciative Leadership in Organizational Development: The Roadmap to Employee Growth

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ABSTRACT

This chapter discusses the concept of appreciative leadership with emphasis on the formative stages of it and the five strategies, namely inquiry, inclusion, inspiration, illumination, and integrity. It also touches upon the characteristics needed to emerge as an effective appreciative leader, some of them being optimistic, compassionate, innovative, respectful, and treating everyone as equal. The chapter concludes by highlighting the role of appreciative leadership in organizational development.

INTRODUCTION

Modern trade needs continuous change in order to keep pace with the business environment. Things have taken revolutionary leap to restructure and redefine the different strategies and policies of an organization in order to survive. Gone are the days, when people try to figure out the problems and find the solutions in order to run the organization smoothly. Contrarily, people are now interested to discover the unique qualities of an individual and thereby lay the foundation of improved future. Appreciative leadership is a new theory that has emerged from the base of Appreciative inquiry.

Appreciative Inquiry can be defined as a methodology to bring about positive change within the organization. It tries to figure out what is that sparkling point within the organization which energizes an individual, build up effective team and motivate them to perform at their best. Appreciative inquiry process. focuses upon individual's own self development, curiosity to explore strengths and success,

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optimism and creativity. (Chakraborty & Mishra, 2019). AI is manifested the fact that organizations will change their way of operations with questions put forward more strategically. Appreciative Inquiry pinpoints constructive questions which are helpful in the development of the organization. The idea behind appreciative inquiry is not to discover the problem of the organization, but to find its best component, so that a business can advance by enriching its sustainable capacity. It is based on the restructuring of the business by focusing on the relationships and execution of various functional aspects within the organization.

Now-a-days in order to have a competitive advantage and increase the prolonged existence, business firms have shifted towards adopting different leadership styles, not only to run the entity, but also enrich it with teams who are always ready to face challenges boldly. Appreciative leadership is developed on the groundwork of positive inquiry. It is the appreciative leader who always encourages positive inquiry so that functional aspect of an organization can be managed tactfully. An organization has got various aspects and an appreciative leader creates scope to explore it, so that, new dimensions can be achieved, to pave the way to success. Appreciative leadership boosts communication through inquiry among peers, manifests invention of inter-dependencies, develop a pool of think tank and association that gives birth to create a future together.

BACKGROUND

Appreciative leadership targets on the optimistic possibilities by identifying what has been the best, what it is and what it will be. It generates positive wave which moves throughout the organization within the teams and touches all the employees. It empowers the leader to motivate, nurture and generate an appeal amongst the employees to create their own future. It shifts from one to many and from the best result of any problem with the optimistic outcome, ensuing in the transformation of people within the organization. The basic postulation behind appreciative leadership is that it believes that employees are proficient enough and can outshine in any environment. It seeks an appropriate atmosphere and motivation for creating an atmosphere of trust, which instigates the employees to perform better, compared to a work environment marked by conflict and domination. It also believes that workers have an inherent high capacity to execute and this can be realized while working effectively in a team. This fosters the culture of employee engagement. An executive can effectively create a positive culture of employee engagement that should be made-up by the determined efforts of administrators and leaders in the organization. An affirmative work environment leads to constructive result. (Chakraborty & Ganguly, 2019)

Appreciative leaders help to shape the organization in terms of flexibility, versatility, profitability, while insisting self-rebooting. Appreciative leaders have the ability to generate new ideas, be innovative while confronting team members, and sustain them subsequently. They help the team members to realize their potential while making them step out of their area of comfort to achieve the goals of the organization.

FORMATIVE IDEAS OF APPRECIATIVE LEADERSHIP

Appreciative leadership originates from the philosophy of appreciative inquiry, which is grounded on the five principles that reveal its foundational premises. These principles are the Constructivist Principle, the Simultaneity Principle, the Poetic Principle, the Anticipatory Principle, and the Positive Principle.

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Table 1. Defining Appreciative Leadership

Definition	References
Appreciative leader plays their role as a catalyst of transformation and to look for and foster the best in others	Whitney, Trosten-Bloom, & Rader(2010), Cooperrider & Whitney (2005)
Appreciative leadership works all the way through emotional, motivational and self-related practices by developing motivation, amplifying trust, and nurturing a constructive self-concept.	Franke & Felfe, 2011; Judge, Piccolo, & Ilies, 2004; Liu, Siu, & Shi, 2010; Semmer&Jacobshagen, 2003
Appreciative leadership profiles can be derived from discussions with corporate and scholarly leaders. Their research result supports the fact that an appreciative leadership style is concurrently a viewpoint and a worldly view hold by relational and catalytic values. Practice of Appreciative leaders included conversation, training, enabling, cheering, and challenging	Schiller, Holland & Riley (2002)

Table 2. A comparative study of the concept of Appreciative Leadership

Author/Name of Paper	Purpose	Findings
Gervase R. Bushe, <i>Appreciative Inquiry Is Not (Just) About The Positive. OD Practitioner,</i>	In this paper researcher wants to search elements that are necessary for an appreciative inquiry to be generative and something which initiates action research with a positive question.	AI initiates the leader not only to solve the problems and it generates a collective contract by all the employees of the organization and take initiatives to mobilize the action in the service of those agreements
Tracy Orr and Marti Cleveland-Innes Athabasca University <i>Appreciative Leadership: Supporting Education Innovation.</i>	This study aims at the spot of Appreciative Leadership in the midst of leadership theories in broad-spectrum as well as prospective of Appreciative Leadership in K-12 framework.	Both Appreciative Leadership, and Inquiry act as a process which helps to look ahead by identifying the potency and positive aspect of business along with its staff and by instilling self-directed leadership and processes which abolish the hierarchical structure involving all the members to take decisions.
<u>Maureen RK, Daniel Pesut</u> 2004 <i>Inquiry and leadership transitions</i>	This research paper deals with application of AI Leadership strategies to steer a shift in leadership strategy for organizational change in the University of Utah College of Nursing.	The results prove that Appreciative Inquiry Process and the associated leadership strategies are an efficient tool for organizational change and leadership transition. Today's leader has to build a positive environment to nurture creativity and to take business to new dimension.
Desiree Stocker, Nicola Jacobshagen, Rabea Krings, Isabel B. Pfister, Norbert K. Semmer <i>Leadership and employee well-being in everyday working life</i>	This paper investigates the relationship between appreciative behavior and employee well-being on a regular basis.	From this article we can conclude that appreciative behavior is an important tool for enhancing employee health and well-being and it is the appreciative leader who can bring this change in the organization.
Diana Whitney, <i>The power of appreciative inquiry: a practical guide to positive change,</i>	This paper concentrates on appreciative leadership as well as figures out the five elements of appreciative leadership which are considered as design norms for increasing the positive capability of organizations and communities.	The paper reveals that five factors of appreciative leadership prove to be a benchmark of life-designs matching with the normal order. This paper invites the designer to design his organization through the help of appreciative lens.
Belinda Dewar, Fiona Cook <i>Exploring the experiences of staff, residents and families in care homes for support the design of new care homes in West Dunbarton</i>	This is a study which describes growth, accomplishment and assessment of an appreciative and relationship centered leadership programmed among eighty six nursing staff under twenty four in-patient areas within one acute NHS Board in Scotland.	The study allows the members to believe in diverse means, to be philosophical and engaging to a specific extent. The members here act as passive actors in determining the cultural climate where empathetic relationship focused care can be relied upon.
Ellen Schall, Sonia Ospina, Bethany Godsoe, Jennifer Dodge <i>Appreciative narratives as leadership research: matching method to lens.</i>	This study investigates the potential of appreciative inquiry for configuring empirical work on leadership.	The results be focused on experiences with description inquiry, whereas stressing the importance of doing narrative inquiry in an appreciative way.

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Each principle and its connection to appreciative leadership is explained below.

The Constructivist Principle appreciates the fact that organizations are living human constructions. This principle refers to the fact that in order to be a leader, one should consider any organization as an eternally dynamic human construction.

The Simultaneity Principle views Appreciative inquiry as an intervention. It suggests that the questions asked during enquiry and the answers received are to be integrated as a whole to be considered as a concurrent process. AI suggests that the questions asked should aim to get answers, which will contain the seeds to shape future. The appreciative leaders frame the questions which should be asked and the direction in which changes should be made.

The Poetic Principle reveals that the organization is like a book, and there are many things to know, understand and explore. However, this book is to be re-explored, re-framed, reinterpreted and every time, while doing this, a new perspective gets added. New questions can be added by the leaders while making the inquiry. The Appreciative Leader leads by creating his story and relating it in his own way.

The Anticipatory Principle mainly rests on the base that humans always prefer to anticipate their future and act accordingly in it. Their visualization about future and subsequent discussions about that governs their present behavior. Through questions asked in the inquiry phase, appreciative leader's helps subordinates to shape such future through affirmative imagery heading towards new numerous anticipated facts. They involve all the people whose future are associated with the organization. The aim is to create a new future of the organization with employees who are associated with it. It is a shift from orders instructions, and judgment to knowledge (Adams, M.2004)

The Positive Principle is understandable and reflective. This principle states that Appreciative Inquiry generates social bonding with sharing of Positive affect, shared vision and purpose that drive change initiatives. The more affirmative the principal guiding question is, the more momentum for change is created, and deeper and reflective is the change to happen. Accordingly, leaders observe and supervise this frame of reference.

Appreciative leadership enables the employees of an organization to seek support for both individual visions and shared vision. Appreciative leaders have a positive mindset as they are self-aware and try to incorporate new ideas and processes, in their own novel ways.

A new concept has evolved where the leaders with the help of appreciative inquiry process frames questions that create openness & facilitate gaining wisdom in the process of achieving objectives of an organization. This leadership style focuses on bringing out the best from the people. It builds upon what TojoThatchenkery and Carol Metzker (2006) termed "appreciative intelligence.

Leaders identify resourceful opportunities and create a positive environment within the organizations by applying the five core principles of Appreciative Leadership. They help to transform subordinates by nurturing their character, develop their strength and subsequently help them to develop a positive mindset.

Appreciative Leadership within the organization is an extension of the practice of emotional intelligence.

FIVE STRATEGIES OF APPRECIATIVE LEADERSHIP

Appreciative leadership is a type of leadership which gives priority to work together rather than showing the authority. Victory of all the organizations depends on accumulative forces of its members. This kind of leadership encourages self-belief and fosters individual energy to perform and excel in their own

sphere of work. The foundation of Appreciative Leadership is similar to that of Appreciative Inquiry that is designed for Organizational Change.

There are five core strategies of Appreciative Leadership according to Whitney et al, (2005, 2010). They are as follows:

Inquiry: Raising Affirmative Influential Queries

Appreciative leadership is the source of generating positive power by asking appreciative questions. Those inquiries interlace the bond between different departments and individuals to strengthen their relationship which permits free flow of exchange of innovative ideas, concept and practices. This process eventually leads to organizational growth through mutual learning, inventions and practices.

Appreciative leadership follows any specific type of inquiry and discussions, that stimulates strength, encourage high performance patterns and focuses upon the root causes of achievement. The main focus is not to put concentration on what does not work, rather putting emphasis on what works and why. All the employees of an organization along with their strength are considered to be a potential tank which is filled with positive energy. Through this stage of inquiry employees come to know that their involvements are appreciated.

In this context, leaders not only make inquiries to the team members about their emotions and thoughts, but also listen to them genuinely while ensuring team members and their organizational contributions getting appreciated by them. This process of questioning engages workforce, as they get permission to share their situation specific thoughts and feelings with the appreciative leaders. The appreciative leaders help them to find out solution, rather than finding faults within circumstances.

Illumination: Extracting the Most Excellent Factor From the Group and Circumstances

Practices of illumination enable individuals to know about their capacity and the capacity of others. It helps them realize how they can superlatively contribute for the growth of an organization. It focuses upon staff talents by identifying them and developing them to their fullest potentials. Employees feelings are more motivated, self- assured and focused. Staff members expand their level of taking risks, increase their confidence and get empowered to help others through their fullest potential. As mentioned by Professor, David Cooperrider, originator of Appreciative Inquiry, “When Peter Drucker was asked to describe the core of leadership in tomorrow’s organizations, his reply was immediate and unequivocal: ‘The task of leadership is to create an alignment of strengths and make people’s weaknesses irrelevant.’”

Table 3. An example of dissimilarity between ‘Question to Design’ and ‘Design to Purpose

Question to Design	Design to Purpose
How can we engage employees?	This meeting is called to plan for employee engagement programmes.
How can communication be nurtured amongst employees with high diversity?	This meeting is called for discussing about the communication policy amongst employees.
How can employees be motivated?	This meeting is for devising strategies to motivate employees in a diverse work culture.

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This process helps an individual to understand what is the best way to contribute is. It forms an open system where an individual can learn about themselves and other team members.

This helps them take more challenges and provide support to others.

Example: Individuals can be questioned to narrate some instance or story about which they feel proud. Then the manager can try to understand the strength of the individuals that has been described. The feedback should then be shared with the manager. Thus, the individual is illumined about their strength.

Inclusion: Bringing All Members Together To Co-Create the Future

Inclusion suggests engaging all the employees in the decision making process. It pulls every employee, who is working together and discuss various work related facts which has direct impact on them. It creates an environment which engages the people to co-create an obligatory practice that stimulates the free flow of the positivity present in today's multicultural & multi-talented workforce .Through exchange of dialogues and cooperative attitude, employees exchange different thoughts and ideas within the organization.

If there is any requirement for decision and strategies for upcoming projects, which needs to be persuaded and can serve different groups of employees, every employee is encouraged to get associated in conversation and decision-making. Inclusion creates an environment where people are invited to contribute. As a result, they feel significant and safely and confidently express their ideas. This generates a sense of belongingness. When people feel this sense of belongingness, they care about it and for it. The genius of inclusion is that people commit sticking to what they help to create. It establishes the sense of commitment within the organization. It opens the gateway of co-creation and association, while boosting the feeling of their presence and importance within an organization. This not only increases the morale of the employee, but also increases their level of productivity. Thereby, implementation of inclusion starts from individual level to group and organizational level.

Example: Individuals can engage in conversations and questions like what they can do to involve everyone in identifying job solutions and collaboratively perform.

Inspiration: Stirring the Innovative Spirit in Each Person

It gives new shape to the life of individuals by showing them a ray of hope in critical situations and stimulating them with a purpose to move forward. Rapidly, it leads to action and innovations which were not previously considered adequate to solve any problem. Through the process of inspiration, a trustworthy vision gets created and course path is developed, which ultimately can lead to a sustainable future.

In the course of the questions placed, appreciative inquiry prepares programs for dialogue, learning, resource mobilizing and sharing along with creating a path forward. Amidst roadblocks and challenges, hope and optimism are tools to look forward towards building a sustainable future. Appreciative Leadership creates and infuses that hope. People understand how they can succeed by observing each other's success. A social platform is created, where people can interact and learn from each other, either on a row or through physical interactions.

Example: The leader can ask questions to enquire about the process through which his and the subordinate's contributions are being recognized and appreciated.

Integrity: Creating Alternatives for The Superior of The Entire

It states expectation regarding the extent to which, a person can give his best and how much that person should trust others to do the same. When a person leads with integrity, people have more reasons to trust him. Similarly, in a team, members can understand what is expected of them, perform at their highest level and in turn exemplify this behavior intended for the other team members.

Appreciative leader's lead with this integrity, where followers are assured, that there is a mutual dependence between the leaders and followers. It creates situations with opportunities and discussion that lead to ideal win-win conditions. Understanding the fact, that, every two individuals, are armed with different needs demand, hope and wants, Appreciative leadership caters to the followers needs, view their differences and puts effort in the direction of a common resolution that is effective for everyone concerned. Appreciative leadership, thus, leads to 'Relational integrity'. This harmonizes the needs of the common with the universal need. Integrity is not a scattered aspect, it needs an entire organization to come forward and work together for the betterment of an organization.

Example: The leader, calls for meetings, where he will let the subordinates know how much they matter for the leader, and how valuable are his suggestions.

CHARACTERISTICS OF APPRECIATIVE LEADER

Appreciative leaders can be distinguished from others with the following characteristics:

Involve People to Achieve Their Dream: A good leader always leads with clear vision and mission along with having passion to achieve the dreams of the organization. Dreams can be achieved easily if the members of the organization also have the same zeal to achieve that. Appreciative leaders always try to include people in decision making. Inclusion leads to shift from the realm of paying attention and giving feedback. In order to infuse inclusion into reality, people require to feel closely associated with the actions and procedures that lead to the accomplishment of the mission of the organization. Leaders connect the bridge between individuals dream and organization's dream, thereby inspiring the people to reach grand heights of success.

Compassionate Towards Subordinates: Leaders who are compassionate are always proving to be optimistic. If there is compassion and curiosity in the organization, it helps to increase employee loyalty and trust. Showing compassion to subordinates encourages empathetic atmosphere as well as healthy relationship between the two. Appreciative leaders need to acknowledge, inspire and appreciate the needs and concern of the subordinates.

Holds Everyone Within the Same Level: - Leaders are generally faced with a challenge of providing equal treatments to all their subordinates. Unlike other leadership styles, appreciative leaders flatten the hierarchical structure inside the organization and bring everyone within the same platform, so that they can come out with ideas and practices that leads to new invention. Appreciative inquiry is not about drawing boundaries amongst subordinates. They practice inclusiveness where employees are drawn together and their ideas are taken towards the path of success.

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Being Innovative and Believes Learning to be Continuous Method: Appreciative Leaders need to stabilize their position in societal shifts and hence should not rely on static strategies. Henceforth, in order to cope up with any situation, they should have the ability to be innovative in terms of thinking, learning and executing. This process of creating new strategies and renewing the existing ones is performed by the appreciative leaders en route for generating continuous dialog with the followers. This approach fosters effective learning inside the organization.

Being Optimistic While Assuming That Everyone has Potential Strength: Appreciative leader are the source of positive energy. They consider the fact that everyone has the potential to achieve the goals of the organization. Appreciative Leaders communicate smoothly with the subordinates and are basically supportive and concerned for their welfare. They always rely on their power of articulation to appreciate the peers and subordinates. They generally evade criticism and negative thinking. This enhances harmony and makes everyone work together competently and successfully as a team. Leading to optimism makes a leader confident, joyful and bright, while creating opportunity for the subordinates and maintaining ingenuousness for all the organizational members.

Cares for Everyone With Respect and Dignity: Appreciative leader creates an environment; where they support the subordinates, and the subordinates also build trustworthy relationship based on that. The entire team operates on the principle of mutual trust and respect. Nurturing, caring and appreciating increase the coordination among team members as well as enhance morale of the employees. It not only builds up the level of commitment, but also increases the productivity of the employees.

APPROACH TO ASK APPRECIATIVE LEADERSHIP QUESTIONS

Appreciative Inquiry questions emphasize upon life, views and philosophies. The appreciative leadership questions follow a process of sharing stories of what is existing and significant. The process of putting in experiences and merging them into consciousness inspires achievement associated with those values. Individuals identify themselves as entities of any establishment they can enthusiastically change, rather as objects that confines their creativity.

The components of designing any good appreciative enquiry are:

- To know about critical objective of thought
- To utilize optimistic questions that capitalizes on affirmative supposition
- To give a thought inducing, tempting explanation of topics;
- To propose questions using expansive positive feeling by using experiential words
- To augment the potential of storytelling by asking questions about reliable personal experience.
- To design questions in an informal, amicable tone, that invokes answers from where something can be learnt.
- Good questions call for clarity and comprehension. They extend the creativity and motivate new thoughts without inducing defensiveness or antagonism.

ROLE OF APPRECIATIVE LEADERSHIP IN ORGANIZATIONAL DEVELOPMENT

Dunphy and Stace (1994) have portrayed organizational leadership as an individual capability to uphold changes in an organization by their vision and policy (Dunphy and Stace 1994 in Senior and Fleming 2006). Business entity consists of employees coming from diverse cultures with different languages, customs and behavior. Their degree of interdependency depends upon their level of harmony and strength of relationship with each other. The more cordial is the relation between organizational members; more is the level of unity in doing work. Appreciative Inquiry can facilitate this harmonious work culture.

Therefore, through Appreciative Inquiry, appreciative leaders uplift subordinates to a higher level & make them perform at their best capacity. Employees from diverse culture and divisions get united so that all organizational members can come to the same platform with better ideas and concepts. The five core parameters of appreciative leaders emphasize the fact that employees are crucial assets of an organization and right mentoring will guide them to move in the desired direction leading to the attainment of organizational objectives. Appreciative leaders identify their peers' and subordinates' talents, hidden potentials, achievements and allow them to create their future and surge ahead.

They know that change is inevitable and hence take attempts to remain proactive along with motivating subordinates to keep up with the change. During the phase of change, appreciative leaders keep the employees engaged in positive discussions and prospects that can be best suited with the employee's expertise and style of work. This enduring leadership effort can attain a higher level of assurance for change execution.

A successful business firm will always institutionalize sustainability to keep growing for attaining their long term vision. Every phase of change execution witness emotions associated with the employees involved in the change process. People come out with different emotions and expressions during different phases of transition. Hence appreciative leaders must be careful in designing change interventions, which should nurture positive outcomes, rather than focusing on the negative ones. Appreciative inquiry is used as a tool to plan out different organizational development intervention for bringing change within the organization. Appreciative inquiry has brought a paradigm shift from traditional problem solving to opening up of new dimensions where the journey starts from discovery and ends with innovation.

APPRECIATIVE LEADERSHIP AND TRANSFORMATIONAL LEADERSHIP THEORY

Transformational Leadership relies on the premises of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, *and* Individualized Consideration. Appreciative Leadership which is strongly rooted in one of the significant and pioneering move towards new age organizations, substantially draws upon and expands the school of transformational leadership.

Transformational leaders can use appreciative leadership to further expand the premises of transformational leadership collaboration. Appreciative leaders include almost every employee in the organization which provides them with an opportunity to add on towards the organization. A transformational leader also inspires everyone in the organization and helps them achieve organizational goals. Some approaches by the Appreciative leader that helps the organizations transform are mentioned below: Gather and tell stories-Appreciative leaders collect stories from organizational members about their strengths, resources

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and share it with others to build up the momentum and design a vision for the employees. This induces a positive change for the employees as brought in by the transformational leader.

Appreciative leadership emphasizes on corrective approach-Appreciative leaders highlight the corrective part of any aspect and focuses on capitalizing upon that. It does not believe in highlighting what is wrong and dwelling on that .Transformational leaders also follow the same approach.

CONCLUSION

Appreciative leadership and appreciative Inquiry together boost up the employees' hope by redefining their positive attitude along with developed organization environment.. This new leadership style not only provides positive energies, but also rolls out the hierarchical constitution by full participation of all members of the organization. An appreciative leader inquiries, illumines, inspires, builds integrity and include all. Appreciative leadership is based on the philosophy of appreciative inquiry, that follows Constructivist Principle, the Principle of Simultaneity, Poetic Principle, Anticipatory Principle, and Positive Principle. Appreciative leaders effectively take part in organizational development interventions. They are generally careful in designing change interventions, which should nurture positive outcomes, rather than focusing on the negative ones. Appreciative Inquiry is used as a tool to plan different organizational development interventions for bringing change inside the organization.

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Chapter 14

Probing Into the Journey of Appreciative Inquiry Towards Organizational Development: Challenges and Solution

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ABSTRACT

The simple assumption of appreciate inquiry is that organizations all around the globe have something that works well, which becomes their point of initiation for generating positive vibration. Appreciate inquiry promotes learning, innovation, and understanding in organization arrangement and process. Appreciate inquiry refers to finding a holistic knowledge base, team building actions designed to achieve the vision of the organization and society as a whole, and appreciating is an art of valuing those elements that generates a positive environment in a group or organization. The process involved in AI includes storytelling and interviewing to dig the best of the past and discovering what one wants.

INTRODUCTION

You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete. – R. Buckminster Fuller

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No problem can be solved from the same level of consciousness that created it. – Albert Einstein

The simple assumption of Appreciative Inquiry is that organizations all around the globe has something that works well, which becomes their point of initiation for generating positive vibrations. Appreciative Inquiry promotes learning, innovation and understanding in organization arrangement and process. Appreciative Inquiry refers to:-

- Finding a holistic knowledge base
- Team building actions designed to achieve the vision of the organization and society as a whole

Appreciating is an art of valuing those elements that generate positive environment in a group or organization. The process involved in AI includes storytelling and interviewing to dig the best of the past and discovering what one wants.

Appreciative Inquiry works on following propositions:-

- Begin with appreciation: - The main focus of the organization should be that they should begin with appreciation which gives life to the system.
- AI should result in plethora of knowledge: - The ultimate goal of the organization should be to yield information that is applicable.

In early nineties, the approach which organizations had used for solving problems was deficit-based approach which works on the philosophy of finding the weak link in the system; AI, on the other hand, follows affirmative approach changing the organizational challenges in positive light by identifying good in organization as described in table. Paradigm shift in organizations dealing with challenges with AI approach:

Positive change is the most effective way of recognizing the underlying resources in organizational change, although it is difficult to change the mindset of people at workplace. It has been observed that the consistent focus on something leads the direction for an individual, developing an insight or growth towards what is constantly being asked for and focused on. This builds a long-lasting impression on the mindset of people, inculcating a positive action-based approach. Enormous weaknesses of an individual may not be vanquished with a constant emphasis on the strengths; however, the effect can be made immaterial (Drucker,2002). Some employees may consider the new positive psychology theory as a wastage of time. Rather, it would ameliorate a positive change in the organization till its existence if exercised in a consistent manner over a continuous period (Miller, et al., 2005). Further, mutual visioning in the workplace by both individual employees and teams help to intensify energies.

Table 1. Transition in organizational approach

Before Appreciative Inquiry	After Appreciative Inquiry
Problem Identification	Valuing the best by appreciating
Looking for causes of the problem	Anticipating
Possible solution to be incorporated	Discussing
Planning Action	Innovation

This helps to develop a flexible environment in the organization which eventually would aid efficient exchange of relationships and team building. Since, the two approaches of problem based learning and inquiry target change and bringing improvement through learning, both consider continuous improvement as a viable manner (Barrett, 1995).

BACKGROUND: CHALLENGES IN APPRECIATIVE INQUIRY

Approach oriented to action research, namely appreciative inquiry (AI) was originated in 1980s. Cooperrider's (1986) novel work on AI was oriented to significant changes in organizational innovations and evaluation (Coghlan, 2003; Cooperrider & Galloway 2006; Reed, 2006; Carter et al., 2007; Raymond and Michael Hall, 2008; Schooley, 2012). Moreover, it bridges the gap between theory and practice, a step towards social rationality where the respondents have to learn and change is based on the best practices (Cooperrider & Galloway 2006; Reed, 2006). It can be enunciated as the search for the best in an individual and their respective concerns. Wide array of literature showed that this theory is still seminal and applicable across domains; teaching and learning, tourism, nursing, agricultural and horticultural research. Additionally, it can be enunciated as linkage between what was being predicted that can be generated and this generative research can be used for addressing organizational challenges (Cooperrider, 1986; Reed, 2006; Raymond and Michael Hall, 2008; Schooley, 2012; Bushe, 2015). But, this approach also has some inherent challenges which are as follows:

Low Morale and Appreciative Inquiry

Morale is workforce phenomenon and the feeling which emerges as a result of adherence to common goals in unified corporate culture and healthy work practices within organization (Briggs and Richardson, 1996; Weakliem and Frenkel, 2006). It is matter of fact that positivity and negativity go side by side and employees who have positive feelings about their workplace and co-workers, they are supposed to have higher level of morale and more open to departmental activities (Organ, 1997; Weakliem and Frenkel, 2006). Resultantly, they are more receptive to be a part of appreciative inquiry, if it is a part of orientation and management development programme of the organization. Generally, AI concentrates on positive attitude but neglected negative attitude which lowers the morale in the employees (Organ, 1997; Weakliem and Frenkel, 2006). Low morale is mainly caused by changes and shifts in responsibilities, health and safety related conditions, and promotion and transfer policies.

For instance, in education departments, education practitioners are being transferred on very frequent basis which can lower their morale. Change is the nature of any organization and it should be seen as evolutionary as per the perspective of appreciative inquiry but normally, it is taken as revolutionary. On the contrary, low morale may turn into the feelings of anger or frustration which are not voiced in any organization. These feelings may become barriers for those employees and they may hesitate to participate and become a part of appreciative inquiry. Hence, it is imperative to analyse the level of morale and productivity which can work as an indicator in application of AI.

Inter-Unit Conflict and Appreciation Inquiry

Conflict can be viewed as disagreement or dissatisfaction on some points. It arises when interest of set of workers overlap and people start giving preference to their personal objectives (Esquivel and Kleiner, 1997; Adomi and Anie, 2006). Focusing part of AI is only what is positive but there may be differences at numerous hierarchical levels i.e. inter-unit and intra-unit conflicts. Inter-unit conflicts are largely seen in the same domain where the stakeholders are aligned to same set of objectives. Social identity and status is the root cause behind these conflicts as the ambitions of every individual perpetuates divergent identity (Hortron et al., 2013). Besides this, either mutual task dependence, unilateral independence and wide differentiation across units are the additional reasons for conflicts; Adomi and Ozioma 2006). Later part implies that if the units share extreme information and material sharing across units then respective persons can feel overburdened and it can give impetus to conflict.

On the other hand, if diverse working systems exist in an organization, then difference in working culture may arise (Adomi and Ozioma 2006). One additional reason is the evaluation of the employees which is directly related with work performance but only with the precondition that reward system and evaluation should be proper and standardized (Adomi and Ozioma 2006, Horton et al., 2013). Appreciative inquiry does not ponder on this challenge which can have adverse impact on organizational performance, if neglected at present. Moreover, this feel emerges in employees' dissatisfaction over a period of time. Dissatisfied employees may withdraw and leave at any point from the process because they are unable to feel included by the AI approach. For resolving inter-unit conflict, collaborative practice is preferred in the literature by many academicians because this approach puts light on sources of conflict and diversity awareness in case of different ideology and work culture in same organization (Horton et al., 2013).

Poor Communication and Appreciative Inquiry

Effectively managing and sharing the knowledge in the organization is the key area and communication is an essential instrument that plays an important role in knowledge sharing and increases the involvement of employees in organizational activities (Reed, 2006; De Vries et al., 2006; Thomas, 2009). Appreciative theory is, generally, seen as an intervention of action research but interpersonal communication is avoided sometimes which can instigate the negative emotions in an individual (Egan & Lancaster 2005; Reed, 2006). Moreover, this gap lessens the chances of sharing their feelings before their superiors. This theory assumes from the beginning that every individual has exclusive talent and they can distinctively contribute in achieving the vision and mission of the organization (Reed; 2006; Cooperrider & Galloway 2006). As it is quite discernible that employees of every position and role are included in this process (Bright, Cooperrider & Galloway 2006; Reed, 2006). But due to communication gap between peer and subordinates, they can feel that they are not connected with the corporate vision and mission and see this whole process as wastage of resources and time, especially in dream phase. Ultimately, they can be resistant and skeptical on their participation at later phases of appreciative inquiry (Miller, et al., 2005).

Gender Harassment and Appreciative Inquiry

Gender parity is the utmost part for the successful implementation of managerial functions but in organizations with cultural disparities, gender inequality and harassment has harnessed the role of the persons who are managing these operations. Harassment is the unwanted feel which is wielded on the bases

of caste, color, creed, gender and sexual orientation in the workplace (McMahon, 2000). AI does not emphasize on highlighting such issues as they are meant to lower the productivity and effectiveness of the company. Rather, this approach focuses on the positive relationships cross gender. On the contrary, these incidents of harassment largely affect the monetary base and organization goodwill (McMohan, 2000). Just neglecting this prospect is not a solution rather; precise policy statements and related formal training sessions are the suggested solutions.

Lack of Commitment and Appreciative Inquiry

Commitment and accountability associated with certain tasks are the driving force behind work performance and productivity level but when informal interviews and practices such as; Appreciative Inquiry are carried out and promoted, then commitments fall short. Not on the part of the employees, if long- term commitment is not being shown by top management, then expectation level of employees may drastically fall and they are unable to be connected with the organizational activities (such as appreciative inquiry)and may think to retreat from appreciative inquiry (Egan & Lancaster 2005). Top and middle level managers have averting behaviour and they do not want to face certain challenges and want to show only positive facets and even impedes subordinates from doing so (Golembiewski 1999).

Root Causes of Failure and Appreciative Inquiry

Delving into success parameters is the prime concern but what are the root causes of the failure are neglected most of the time, thereby averting employees from raising concerns to top management (Golembiewski 1999).According to Golembiewski (1999), executives tend to favor an AI approach over other approaches because it is more likely to heighten integrative rather than punitive impulses. If executives ask employees to think of the accomplishments of the organization and of leadership, the only option that AI process presents is positive information. Therefore, AI may be viewed as attractive to those holding positional power because it averts the focus away from organizational challenges and specific performance or behavioral issues that may be of concern to employees. Employees may become frustrated; however, with managers and executives unwilling to discuss important challenges being faced by the organization. With the passage of time, the problem enlarges in extent and obstructs the AI process.

INTERVENTIONS TO COUNTER CHALLENGES IN IMPLEMENTATION OF AI

Optimism Can Support Innovative Thinking

It has been stated that AI adopted as a management approach to bring change should incorporate appreciative leadership into it. It is because, the higher management is not usually comfortable with and promote it (Lewis et al., 2016). The firms must not only create an environment which is positive in nature but also, it should maintain the formal culture and discipline in the organization. Management must be optimistic and work to make sure that every activity undertaken should have a subsequent applicability and result. There should not be any activity which may not contribute to the motive of the organisation. According to Isen's (2000), the people who experience optimistic feelings are more adjustable, innovative, effective in thinking process and are open minded. One of the theories of positive emotions given

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by Fredrickson (2001) states that optimistic emotions make people more buoyant and able to cope with crisis more effectively. Most of the changes in an organization are managed through relationships and healthy relationships can takeover bad plans. On the other hand, good plans usually cannot overcome bad relationships. Things become worst for the organizations which attempt to install a preferred culture and this makes things worse (Kotter and Henskett, 1992; Ogbonna, 1993). The senior management staff must keep a regular check over the productivity and satisfaction level of the employees of the organization. Indeed, myriad communication barriers, sometimes, occur while implementing the appreciative inquiry, owing to avoidance of interpersonal communication. Not understanding the mandate to engage the employees in every activity of the firm, managers are likeable to inculcate a feeling of non-participation among employees.

Combining Action Research and Appreciative Inquiry Solves Organizational Problems

Appreciative Inquiry is an intangible technique where behaviour related methods are used to improvise the ultimate outcomes. The major challenge of this is lower level of accountability that brings carelessness among the employees as well as employers. In order to combat this issue, not only a verbal agreement to the change should be exercised, rather results should be reflected in the fundamental working of the organization with the coherence of both approaches; Action research and AI. As action Research/ problem solving research and appreciative inquiry are identified under OD and in respect to each other, in many events such as connecting genuine social frameworks, both are change oriented concepts, are intuitive and require authoritative partner's inclusion. This holistic and combined mix of both problem-solving approach and appreciative inquiry approach, will lend a focus on both theoretical and practical aspects for solving organizational problems. Besides that, this mix of both theories will result into better learning and healthy culture in the organization through a better cerebral state and considerable space to practice solution. Through a continuous improvement activity, change can be brought to the whole organizational system.

Psychological Contract and Interpersonal Relationships Should Be Voiced and Solved With AI

The mental contract held by a worker comprises of convictions about the corresponding commitments between that representative and his or her association. Infringement alludes to the sentiments of outrage and disloyalty that are frequently experienced when a representative accepts that the association has neglected to satisfy at least one of those commitments. These kinds of acts should be voiced and can be solved with AI. To solve the difficult interpersonal situations, Appreciative Inquiry with Innovativeness should be applied for the success of the organization. Regardless of whether the association is a business that is breathing life into inventiveness through imaginative items and administrations that clients want, subsequently satisfying clients' needs, making employments, and adding to the economy, or the association is the neighbourhood government utilizing thoughts in an innovative manner to address the issues of the network. In this way, expanding the personal satisfaction, hierarchical innovativeness and development play a basic job in serving and handling difficult situations.

Interdisciplinary Collaboration is the key for AI to work

AI has the greatest effect when it is created by cross-utilitarian groups with a blend of aptitudes and points of view. Having business and operational individuals working one next to the other with examination specialists, will guarantee that activities address expansive authoritative needs, not simply confined to business issues. Various groups can, likewise, consider the operational changes for this new application are required. Consequently, they are likelier to have positive perception, say, the presentation of a calculation that predicts upkeep needs ought to be joined by an update of support work processes. What's more, when improvement groups include end clients in the structure of uses, the odds of reception increment drastically.

Expert Implementation Reduces the Inter unit Conflicts and Improves Relationships

It is important for the management to hire experts to conduct appreciative inquiry. The major benefits of this would be that experts would ask appropriate questions to the employees, understanding the particular objective of the task. Apart from that, it would help understanding and analyzing the answers of the employees efficiently as they can be misinterpreted. Also, having experienced knowledge, the managers will use their expertise to look into future expectations and commitment of the employees. Consequently, this will not only improve the relationships among people, rather better understandability will bring a positive change into the whole working environment of the organization.

Time Management Leads to Organizational Success

In addition to this, the worst application of appreciative inquiry would be to impose it in the time of crisis, as employees will be influenced by the current situation. Any discussions may lead to frustration among the employees, if held at the time of crisis (Anupah Makoond, manager of the Inter peace action-research project on 'resilience'). For the productive application of the new approach of appreciative inquiry into business, it should be exercised under normal working conditions. The management must analyze the market position and also, the current position of working among the employees of the organization. Not only this, an organization focusing overly on appreciative inquiry may formulate an informal culture in the organization which is usually not recommended in the profit run organizations.

Artificial Intelligence and Appreciative Inquiry

Machines that work and react like humans to increase productivity is termed as Artificial Intelligence (Technopedia) and Appreciative Inquiry is the co-transformative quest for the best in individuals, their associations, and the significant world around them (Cooperrider and Whitney, 2001). Despite the fact that Artificial Intelligence and Appreciative Inquiry have risen up out of various fields, they have some shared objectives. Both are centered on helping individuals, focus on their basic purpose throughout everyday life. Artificial Intelligence enables individuals to progress from unremarkable occupations to esteem producing employments and Appreciative Inquiry causes individuals to find their qualities, triumphs and times of magnificence.

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Both utilize some structure to solve problem like Codes or Words. While Artificial Intelligence uses codes to create applications to help individuals, Appreciative Inquiry uses words to make quality based universe through discourse. Both are centered on valuing the estimation of individuals. Artificial Intelligence causes individuals to scale up the worth chain by assuming control over the non-esteem included things and Appreciative Inquiry encourages individuals to find, unveil and send their positive limit. Both are centered on activating creative mind for innovative potential. The intensity of Artificial Intelligence offers wings to the human creative mind to make new conceivable outcomes. Grateful Inquiry envisions new potential outcomes and visualizes a favoured future. Artificial Intelligence makes apparatuses, items and applications that can address issues of individuals as Appreciative Inquiry centers around making the perfect – “what ought to be” through individuals. Artificial Intelligence conveys an arrangement which makes Appreciative Inquiry envisages how the structure is conveyed and installed into the individual systems.

While both Artificial Intelligence and Appreciative Inquiry have a few similarities in objectives, there is one major contrast. While Artificial Intelligence can make dread, Appreciative Inquiry can move trust. Most likely we as a whole, dread the questions of AI; however, we unquestionably can take a gander at how AI (Artificial Intelligence) and AI (Appreciative Inquiry) can help one another. In the event that the makers of Artificial Intelligence can utilize the intensity of Appreciative Inquiry, at that point the intensity of Artificial Intelligence can be channelized towards the up-liftment, up gradation and valuation for humankind rather than its end. This study proposes the conceptual framework figure 1) culminating the artificial intelligence in the implementation of appreciative inquiry and its effect on the productivity of the organization.

AN AI CASE STUDY

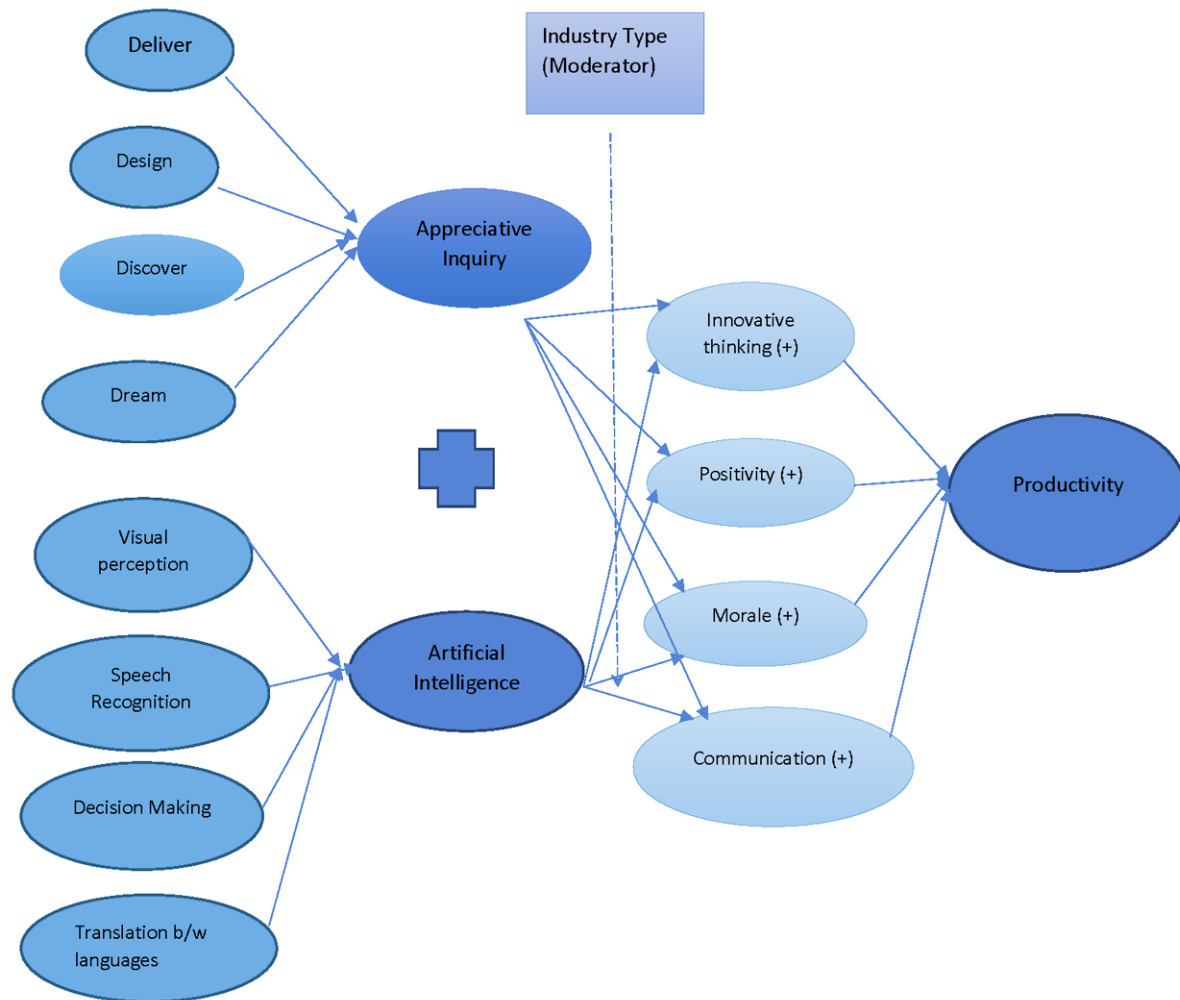
A noteworthy accomplishment throughout the entire existence of the execution of AI included the BBC, the British Broadcasting Corporation, which at one point experienced a culture of extreme challenge, question and independence among its 5,000 representatives (Mishra and Bhatnagar, 2012). While such a culture cultivated high levels of innovativeness on an individual premise, the larger example was the non-existent inventiveness and collective soul with regard to cooperation and the gathering was crippling affecting the benefits of the telecom administration.

In 2002, the chief general, Greg Dyke concluded that it was the ideal opportunity for a change and went to the Appreciative Inquiry approach for direction. By methods for a program, entitled “Getting It Going”, which kept going a time of a half year and included 200 gatherings at which in excess of 10,000 representatives went to around the globe, the broken elements the BBC was trailing behind itself, was tried to be handled. In those gatherings, workers collaborated two by two and told that they would alternate in talking each other about their particular positive and effective encounters just as minutes they felt glad for themselves during their time at the BBC.

The inquiries that framed piece of the meeting were:

- What have been the most innovative/esteemed encounters in your time at the BBC?
- What were the conditions that made the experience conceivable?
- If those encounters were to turn into the standard, how might the BBC need to change?

Figure 1. Conceptual framework



Following, each pair was put in littler gatherings of ten partners, so the gathering could examine and shift through which story they consented to be the most contacting and incredible. The accounts that were shortlisted were then common with the entire gathering. The outcomes were productive as around 98,000 thoughts were created, examined and sent to the skillet BBC change group to be assessed and considered for execution. Some portions of these thoughts, likewise included proposals and perceptions completed on the BBC's worth framework. These were incorporated and institutionalized into six optimistic qualities:

- Trust is the establishment of the BBC: we are autonomous, fair and legitimate.
- Audiences are at the core of all that we do.
- We invest heavily in conveying quality and incentive for cash.
- Creativity is the soul of our association.

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- We regard one another and commend our decent variety with the goal that everybody can put forth a strong effort.
- We are one BBC: incredible things happen when we cooperate.

The encircling and execution of these new qualities empowered the BBC to build up another culture and encourage a feeling of harmony among its workers.

CONCLUSION

Appreciative Inquiry was initially used as qualitative process of research, a unique way of identifying the right for building a theory which has future orientation (Cooperrider 1986). Appreciative Inquiry has grown as a part of OD over the years, as a process that creates positive changes. The expanded utilization of AI has prompted its consideration in the most habitually utilized OD writings (Waddell, Cummings and Worley, 2004). As indicated by Bushe (1999), as of now AI is one of the hugest OD developments. Simulated intelligence “alludes to both a quest for information and a hypothesis of purposeful aggregate activity, which are intended to help in developing the standardizing vision and will of a gathering, association or society in general” (Cooperrider and Srivastva, 1987). Computer based intelligence has been portrayed as a way of thinking, of knowing a system for overseeing change, and a way to deal with administration and human improvement (Cooperrider and Srivastva, Woodman & Pasmore 1987; Hammond, 1998). Cooperrider and Whitney (1999) gave the accompanying “practice oriented” definition:

Appreciative Inquiry is the agreeable quest for the best in individuals, the associations, and their general surroundings. It includes deliberate revelation of what gives a framework “life” when it is best and fit in monetary, biological, and human terms. Simulated intelligence includes the workmanship and routine with regard to posing inquiries that fortify a framework’s ability to uplift positive potential. It activates request through grafting an “unqualified constructive inquiry” regularly including hundreds or now and again a large number of individuals. In AI, mediation offers approach to creative mind and development; rather than refutation, analysis, and spiralling determination, there is revelation, dream and plan. Computer based intelligence accepts that each living framework has undiscovered, rich, and motivating records of the positive. Connecting this “positive change center” straight forwardly to any change plan, and changes never thought conceivable are all of a sudden and equitably assembled (Cooperrider and Whitney, 1999).

The AI approach regularly connects with a whole association (Murrell, 1999). Cooperrider offered the “heliotropic speculation,” which places that social structures develop towards the “light,” towards pictures that are attesting and nurturing. From this point of view of AI, gatherings, associations, networks, or social orders have pictures of themselves that underlie self-organizing forms. Man-made intelligence advances the rule that social frameworks tend normally towards the best pictures held by their individuals (Bushe, 1995; 2000). Computer based intelligence sets that a cognizant elaboration of positive symbolism will bolster and broaden positive outcomes for the social framework in general. Computer based intelligence has been contended, lightens the contention and protection from change frequently distinguished in writing about different ways to deal with OD and change (Barron and Moore, 1999). Where other authoritative intercessions focus on the issues to be fixed, AI centers around “what’s functioning admirably.” Instead of reviewing an association as having issues, AI sees an association as doing things right, and utilizing those correct things to assemble the association’s future (Hammond and Royal, 2001).

Artificial intelligence has additionally gotten analysis as a way to deal with OD and change. As per Golembiewski (1999), administrators will be in general support as AI is a way to deal with OD over different methodologies since it is bound to increase integrative, instead of corrective driving forces. On the off chance that administrators solicit workers to think from the achievements of the association and of initiative, the main alternative the AI procedure presents is sure data. In this way, AI might be seen as appealing to those holding positional power since it turns away from authoritative difficulties and explicit execution or conducts issues that might be of worry to representatives. Workers may wind up disappointed, be that as it may, with directors and administrators reluctant to examine significant difficulties being looked by the association. Appreciative Inquiry is a solicitation to association individuals from all levels to take an interest in the getting new potential outcomes for the association and for all to take part in an objective setting process that starts with their aggregate creative mind. Association individuals find the rich limit of the framework and the qualities of people around them.

The manners in which AI can be utilized to enlarge basic leadership continue to extend. New applications will make essential and at times, troublesome changes in work processes, jobs, and culture, which pioneers should shepherd their associations through cautiously. Organizations that exceed expectations at executing AI all through the association will end up at an incredible favourable position in reality as we know that where people and machines are cooperating outflank, either people or machines are chipping away at their own.

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Chapter 15

Appreciative Inquiry and Graduate Students' Professional Development

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ABSTRACT

This chapter focuses on the use of appreciative inquiry in higher education and community contexts, providing an extensive review of this literature. Furthermore, the chapter describes how appreciative inquiry has been applied within the Community Engagement Program at Merrimack College. Jointly written by the program director, a graduate student, and an adjunct instructor, the chapter includes all three voices and perspectives. It includes lessons learned that may be generalizable to business and organizational contexts.

INTRODUCTION

Appreciative inquiry is a positive approach to organizational change (Watkins, Mohr, & Kelly, 2011). It can also be used to support individuals' growth and development. While appreciative inquiry stems from the business realm, its roots can also be found in community engagement. Furthermore, appreciative inquiry has been extensively used in higher education contexts to facilitate student development and institutional change.

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Appreciative Inquiry and Graduate Students' Professional Development

The focus of this chapter is the Merrimack College Masters' Program in Community Engagement. Merrimack College is a private, Augustinian, Catholic institution of higher education in North Andover, Massachusetts. The Community Engagement Program, initiated in 2011, aims to provide graduate students with knowledge and skill sets to further their work in community organizing and social change. Through its fellowship program, selected students in the Master's Program in Community Engagement complete nine-month service assignments in nonprofits, municipal agencies, schools, and colleges. Service assignments provide students the opportunity for hands-on, real-world learning and for connecting theory and practice. This chapter will discuss the evolving and growing use of appreciative inquiry within the Community Engagement Program over the past several years.

Appreciative inquiry is well aligned with the Community Engagement Program given its focus on both strengths and participation. Appreciative inquiry is a valuable tool that community engagement professionals can use in their work. Indeed, there are many examples of how appreciative inquiry is used in nonprofit, social policy, and community change contexts.

This chapter has been jointly written and developed by three individuals connected with the Master's Program in Community Engagement at Merrimack College, including the director of the program, a student in the program, and an adjunct instructor. The chapter is intended to provide an example of how appreciative inquiry can be used in the context of a graduate program for student growth and program development.

BACKGROUND

Appreciative inquiry shares historical and philosophical roots with action research, organizational development, and popular education. This section explains those connections and provides an extensive review of the scholarly literature pertinent to the application of appreciative inquiry in higher education and community contexts.

What is Appreciative Inquiry?

Appreciative inquiry is a method of action research. Action research involves systematic study that is conducted by or with members of an organization or community and is conducted in connection with activities that the organization or community has taken, is taking, or anticipates (Herr & Anderson, 2015). Cooperrider and Srivastva (1987) contend that appreciative inquiry may be distinguished from earlier forms of action research by its emphasis on the positive. They suggest that a focus on problem-solving limits our capacity to imagine and to discover new possibilities.

Action research emerged from several different academic traditions. For example, Kurt Lewin's seminal work studying group dynamics in the 1940s is considered by many the beginning of action research, as Lewin insisted that knowledge creation must occur through solving problems in real-world contexts (Herr & Anderson, 2015). According to Herr and Anderson (2015), Argyris' more recent work in action science balances theory building and practical application to support organizational learning.

While action research stems on the one hand from the science of business administration, its roots can also be found in popular education and community engagement. In *Pedagogy of the Oppressed*, Freire (1970) rejected the "banking" model of education and advocated instead for emancipatory, liberatory learning. Problem-posing learning, which emphasizes dialogue, consciousness-raising, and action

toward social change, provides for mutual learning of instructor and students. In Freire's words: "The students—no longer docile listeners—are now critical co-investigators in dialogue with the teacher" (p. 81). Gill (2010) refers to "action learning" in his text on learning in nonprofit organizations.

Action research has been widely applied in the field of education for assessment and professional development purposes. Related concepts in the educational realm are teacher inquiry and reflective practice (Hargreaves & Fullan, 2012).

Cooperrider, who developed appreciative inquiry in the context of implementing an organizational analysis for his doctoral studies at Case Western Reserve University in the mid-1980s, explains that appreciative inquiry is more than a mode of study - that it is, rather, a mode of being in the world. According to Cooperrider and Srivasta (1987), appreciative inquiry flows from a deep respect and reverence for social organization and a keen desire to discover its life-generating sources.

Appreciative inquiry is qualitative by design. It is based upon the social constructivist paradigm, which assumes that knowledge emerges through having social experiences and finding meaning in those experiences (Reed, 2007). In appreciative inquiry, themes are derived from stories. Thus, appreciative inquiry involves the process of meaning-making. It is, at its core, the study of what gives life to a human system when it is functioning at its best. Appreciative inquiry has been applied to organizations, communities, groups, and individuals.

Appreciative inquiry has four distinct phases, including discovery, dream, design, and deliver (Reed, 2007). In the discovery portion of appreciative inquiry, the goal is to identify high-point experiences and the corresponding strengths and capabilities which together form the "positive core." In the dream phase, the second step, imagination is used to collectively envision positive possibilities. The dream phase is based upon the notion that human beings construct their reality through their expectations, hopes, dreams, and beliefs about what will or will not happen in the future. In the design stage, the focus shifts to what can be done to practically build capacity and what should be done. Finally, the delivery stage, which is also referred to as the destiny stage, is committing to the exploration of learning, innovation, and delivering real results pertinent to all stakeholders. A fifth stage, define, is now added to the appreciative inquiry cycle (Watkins, Mohr, & Kelly, 2011). This is actually the first or preparatory stage whereby the focus of the appreciative inquiry is determined.

APPRECIATIVE INQUIRY IN HIGHER EDUCATION

Appreciative inquiry has been applied extensively in higher education contexts. In particular, instructors have utilized appreciative inquiry to reflect on their own practice, to elicit ideas and feedback from students, and to strengthen their courses. Instructors have also used appreciative inquiry in their courses in order to teach appreciative inquiry principles and methods to their students. Appreciative inquiry has also been used within schools and colleges to promote institutional change. It is noteworthy that the majority of scholarly publications on appreciative inquiry are focused on business classes or schools of business. This is not surprising, given the roots of appreciative inquiry in the discipline of business administration. An overview of the literature of appreciative inquiry in higher education is provided.

At the Individual Level

There is some literature on the use of appreciative inquiry at the individual level. One article (Giles & Kung, 2010) describes the use of appreciative inquiry as a vehicle for a higher education lecturer to reflect on her own teaching, inquiring into life-giving forces, with an aim of creating more of these peak moments as an educator; other sources discuss appreciative advising.

Appreciative advising is a variation of appreciative inquiry that is focused specifically on academic advising in the higher education context. It is supportive, positive, and holistic in its approach (Ye & Hutson, 2016). Since its introduction, there has been a large-scale infusion of this concept into curriculum, advising sessions, and programmatic interventions within several higher education institutions.

Appreciative advising seeks to develop a positive and successful relationship between the student and the advisor (Hughey, 2011). It shifts the advisor role from viewing students in a “deficit” model (what the student does not have) to a “sufficient or positive” model (what the student has or can do).

Appreciative advising focuses on students' natural talents to build their confidence while simultaneously motivating them to gain the skills and knowledge necessary for success at the college level. Using the phases of appreciative advising (disarm, discover, dream, design, deliver, and don't settle), the advisor guides students along the process by first asking them to articulate and identify their strengths, and their awareness of these strengths. Then, the students work toward further developing these talents to help meet their goals for college and beyond. Appreciative advising is used to address academic success, course selection, and career planning.

Within Courses

Several authors describe the use of appreciative inquiry in business and management courses (Neville, 2008; Grandy & Holton, 2010; Conklin & Hartman, 2014). Appreciative inquiry has been used at the beginning of the semester for co-creation and co-development of courses and at the end of the semester as a feedback loop. It has been used by courses for reinvigorating a department and to teach appreciative inquiry principles and methods to students.

Within courses, appreciative inquiry has been used to elicit course feedback. Scandura (2017) describes the use of appreciative inquiry with undergraduate students at the end of the semester and suggests that use of appreciative inquiry at the midpoint of a semester would allow for immediate implementation of suggestions with the current class.

Conklin and Hartman (2014) discuss the use of appreciative inquiry at the beginning of a course. They reported on their use of appreciative inquiry with ten courses, including three undergraduate and seven graduate courses. They found co-creation of courses at the beginning of the semester influenced students' motivation and that students felt that they experienced “peak learning moments” during their courses.

Grandy and Holton (2010) describe their use of an appreciative inquiry process with business students to provide input regarding the Commerce Department at their institution. They propose that institutions of higher education ought to function as learning organizations and that appreciative inquiry provides a valuable tool for doing so.

Neville (2008) discusses her application of the principles of appreciative inquiry to an undergraduate course for business students. Neville suggests that appreciative inquiry helps students learn to value divergent perspectives and that this competency is critical for innovation.

There are also examples of the use of appreciative inquiry as a method of eliciting course feedback in disciplines other than business. For example, Kung, Giles, and Hagan (2013) describe their use of appreciative inquiry as a course evaluation tool in an undergraduate teacher education course within an Early Childhood Education program.

With Schools and Departments

In addition to its application to individual courses, appreciative inquiry has been used effectively in higher education contexts within schools and departments for organizational development purposes. For example, Lehner and Hight (2006) provide a case example of the use of an appreciative inquiry process in a student affairs office with the aim of strengthening the workplace climate. Schlombs, Howard, DeLong, and Lieberman (2015) describe the use of appreciative inquiry to create an environment more conducive to the success of women and individuals of all genders within Rochester Institute of Technology's College of Liberal Arts.

APPRECIATIVE INQUIRY IN COMMUNITY CONTEXTS

There is also evidence of the successful application of appreciative inquiry in nonprofit and community contexts (Homan, 2011). Imagine Chicago, a nonprofit organization focused on community development and civic action in the City of Chicago, applies appreciative inquiry as a core practice for envisioning positive futures (McNamee, 2004). The City of Cleveland engaged in a major appreciative inquiry summit in 2009 focused on the environment and sustainability (Meyer-Emerick, 2012). Community development textbooks are beginning to include case studies and discussions of appreciative inquiry. For example, in "The Power of Collaborative Solutions: Six Principles and Effective Tools for Building Healthy Communities" (2010), Wolff's fourth principle, "employ an ecological approach that builds on community strengths," includes a description of appreciative inquiry.

Several additional assets-based processes are utilized in the field of community engagement. Asset mapping focuses on the identification of resources in a community, for example. Asset-based community development originated through the work of Kretzman and McKnight (Green, 2011) and social capital theory became widely appreciated through Putnam's (2000) book, *Bowling Alone*. Positive psychology emphasizes individuals' assets as a key component of individuals' resiliency. Positive approaches to community development such as appreciative inquiry help to reframe this work with a positive, respectful, and affirming lens.

APPRECIATIVE INQUIRY IN THE COMMUNITY ENGAGEMENT PROGRAM

This chapter focuses on the use of appreciative inquiry in the context of the Master's Program in Community Engagement at Merrimack College. The Community Engagement Program is a 36-credit graduate program that combines theory and practice and prepares students for community-focused careers in areas such as nonprofit leadership, service learning, and community partnership.

Appreciative Inquiry and Graduate Students' Professional Development

Appreciative inquiry is well-aligned with the mission and goals of the Community Engagement Program. The program maintains an assets-based perspective, seeking to identify the strengths of individuals and communities and supporting the development of these strengths. Situated in close proximity to Lawrence, Massachusetts, a city which is frequently described from a deficit perspective, and working closely with the people and organizations of Lawrence, it is critical that the Community Engagement Program articulate and activate an assets-based approach.

Over the past several years, the Community Engagement Program has increasingly adopted appreciative inquiry. There are many aspects of appreciative inquiry that make it a useful tool for community engagement work. As previously indicated, while appreciative inquiry was born out of the science of business administration, its roots are also visible in Freire's conceptualization of popular education.

Appreciative inquiry is participatory, another way that it is a strong fit for a community engagement program. Community engagement seeks processes that welcome, include, and involve diverse constituents. Along these lines, social constructivism is well-aligned with the community engagement program, as social constructivism values unique perspectives and contributions to public discourse.

Capstone projects are a culminating element of the Community Engagement Program. Community-engaged research projects and social justice action-oriented projects are among the typical approaches to the capstone assignment.

Phase 1. Appreciative Inquiry in Courses

The Community Engagement Master's Program was launched in the 2011-2012 academic year. It was in the third year of the program, in 2014, that Linda Meccouri and Audrey Falk became acquainted with one another. At the time, Dr. Meccouri was serving as Dean of Professional Development at Northern Essex Community College (NECC). Dr. Falk was teaching a course on organizational change that semester. A student suggested identifying a representative from NECC to be a guest speaker for class to discuss NECC's use of appreciative inquiry in its strategic planning.

Dr. Meccouri was identified as a potential speaker and she visited the class that spring and introduced the students to appreciative inquiry. For the next several years, Dr. Meccouri taught in the Community Engagement Program. Dr. Meccouri's courses were Theories of Adult Learning and Development and Diversity and Social Justice. These courses were a natural fit for the appreciative inquiry framework. Each time Dr. Meccouri taught these courses, she embedded an appreciative inquiry into the topic of "Transformational Learning" into the first week of the semester. The idea is that one should begin the process of teaching and learning with clarity around students' best experiences of the past, current values, and vision of their preferred future. Not only is this a way to get the semester off to a positive start, but it is also a way for students to build community within the class.

In each class, Dr. Meccouri provided a short overview of the theory of appreciative inquiry. She then asked students to pair up with another classmate and conduct the interviews following an interview guide on transformational learning. Questions on the interview followed a typical format:

- a) **Best Experience:** Looking at your entire experience, tell me a story about a high point experience when you felt most involved, most energized, and most engaged in your learning. What was the situation? What made it a high point experience? Who was involved? Who did it impact; how was it supported?

- b) Values: Without being humble, what do you value deeply about yourself as an individual, friend, parent, partner, or community member? When you are at your very best, what do you value about your work at (name of organization)?
- c) Three Wishes: Imagine that while we are here together, the world outside has somehow gone into “fast-forward” and it is now (date one or two years in the future) and, to your delight, the world has changed in all of the ways you would most like it to. What wishes have come true for you? Your college/university? The world?

Students were given twenty to thirty minutes for the interviews and returned to class ready to share the interview summaries and themes. Next, they were asked to share in small groups, and by the end of the class session, Dr. Meccouri and her students had a sense of the direction for the process of learning together and the themes related to the particular constellation of students' strengths, values, and vision for the future.

Phase 2. Appreciative Inquiry in Fellowship Orientation

Most of the students in the Community Engagement Program participate in fellowships in community settings. These are practical service experiences that are 25 hours per week from mid-August through mid-May. A daylong fellowship orientation is held each summer for sites and fellows shortly before the start of the fellowship year. With the students in the Community Engagement Program beginning to embrace an appreciative mindset, the idea emerged to bring these principles and approaches to the fellowship students and to their site supervisors as part of their fellowship orientation program.

The site supervisors are the individuals at students' fellowship sites who monitor and support their professional experiences. Thus, site supervisors work closely with the Community Engagement fellows around mentoring and supervision. Providing site supervisors with a background in appreciative inquiry offered the possibility that fellows and supervisors could identify one another's strengths and in so doing, find ways to best complement one another in the workplace. Furthermore, it provided supervisors with the language and methods for supporting fellows' professional development from a strengths perspective.

In summer 2015, Dr. Meccouri, a co-author of this chapter, led a special appreciative inquiry session for fellowship site supervisors as part of a sites orientation program. The focus of the inquiry was exceptional, meaningful supervision that works for all. This session provided a context for discussing supervision in a way that was collaborative and offered opportunities for sharing of best practices.

That same summer, fellows were required to take a strengths survey and to bring their results to the fellowship orientation session. Dr. Meccouri also led a special session for the fellows at their orientation event focused on understanding and leveraging their strengths. Time was built into the orientation day for fellows and site supervisors to discuss fellows' strengths. Consideration of strengths was also built into the development of the students' fellowship learning contracts. These contracts serve as the guide for the projects and deliverables that fellows have over the course of their fellowship experience. The contracts also highlight fellows' professional development goals as they relate to fellowship projects. Thus, students and site supervisors were guided to consider how students' strengths could be a basis for the articulation of project assignments and growth areas. The use of strengths surveys and the focus on strengths as part of the fellowship orientation day has been maintained as a critical component of the fellowship orientation since the summer of 2015.

Phase 3. Appreciative Inquiry for Program Development

In June 2015, with strong encouragement from Dr. Meccouri, Dr. Falk, director of the Master's Program in Community Engagement and co-author of this chapter, attended a four-day appreciative inquiry training offered through the Center for Appreciative Inquiry. The following May, Dr. Falk used an appreciative inquiry exercise with graduating Community Engagement students to elicit high points and dreams for the program. The inquiry was focused on the Community Engagement Program at its best. A similar process was followed in May 2017 with the next cohort of graduating Community Engagement students. These processes provided invaluable feedback to help to continue to grow and develop the Community Engagement Program.

Phase 4. An Appreciative Fellowship Experience

In the academic year 2017-2018, the appreciative aspect of the fellowship experience was more thoroughly integrated throughout the program. There were 19 fellows in the Community Engagement Program that year and the appreciative aspects of the fellowship orientation were similar to those previously described. In summer 2017, all fellows took the CliftonStrengths Survey for students. They were asked to complete the survey in preparation for their fellowship orientation day, an event held on campus in August, shortly before the start of their fellowship experiences. At the fellowship orientation event, which included both fellows and their site supervisors, fellows were asked to discuss their strengths with their site supervisors. Discussions of learning goals, fellowship responsibilities, and project deliverables were to flow out of the initial discussion of students' strengths.

In fall 2017, the fellowship class, taught by Dr. Falk, began with a two-session appreciative inquiry exercise. This is the year-long course that is intended to support students' fellowship experiences. The appreciative exercise focused on transformational learning experiences, similar to the approach that Dr. Meccouri had used in other courses and is described earlier in this chapter. Following paired inquiries, three groups of six to seven students identified life-giving forces, created visual imagery, and prepared provocative propositions.

At the end of the semester, students were asked to identify what they loved about their fellowship and fellowship class, what they learned, how they had grown, and what they wanted for the spring semester. They were then asked to regroup with the same team members that they had worked with at the beginning of the semester on the appreciative inquiry process. They discussed their responses to each of the prompts as groups and they identified major themes. This process led to a very specific and detailed review of the spring fellowship class syllabus with full contribution of all students in the development of the final syllabus. The syllabus was revised to include more student facilitation and leadership of class sessions, for example.

With strengths at the forefront of the fellowship orientation and a fellowship class that is founded upon appreciative exercises, the Community Engagement Program has more holistically integrated appreciative inquiry into its core.

Ms. Berthelsen, also a co-author of this chapter, found that the orientation and grounding in appreciative inquiry provided a framework for conceptualizing her work at her fellowship site. In her words:

One benefit of the appreciative inquiry training has been the opportunity to utilize an assets-based approach at my fellowship site. My placement is a small non-profit agency focused on food insecurity located in the poorest city in the state. The agency has been in existence for over 35 years and much of

the delivery model has remained consistent during that time. There are five employees and over nine hundred volunteers who consistently work together in order to fulfill the mission of feeding the poor and hungry in the area, giving food to those in need without judgment while respecting the dignity of each individual.

As part of my nine-month placement, I was tasked with growing a specific sub-program of the agency focused on providing diapers and formula to families with very young children. This program already existed but was completely dependent on three local community partnerships that provided the diapers and formula through annual drives held on the agency's behalf. When I began in August, the agency was out of formula and running dangerously low on diapers in the largest and most in-demand sizes.

In years past, the constraints of the small staff and competing resources meant that the diaper program would just go without until the next drive. Instead, using an appreciative approach, I engaged in research and interviews with local diaper banks to determine what our perfect program would look like. When that information showed that instead of twelve diapers per family each month, we should be providing a minimum of 25 and ideally 50 per child, the agency was able to assess the current situation and develop ways to overcome constraints (the dream phase).

We have created new partnerships with local businesses, expanded our relationships with area schools and churches, and sought out of the box solutions for bulk purchasing. I have applied for targeted grant funding for this specific program. I have spoken to civic and community groups about the severity of diaper need and the consequences for those individuals dealing with this issue on a personal level (the design phase).

We still have a long way to go, but I am happy to report that we are currently providing 25 diapers per child per month (the destiny phase). I am hopeful that we will receive grant funding and be able to apply it to the bulk-purchasing initiative, ensuring that the agency will continue to grow this program regardless of any hurdles it encounters.

Three Perspectives

This chapter may be viewed as an “appreciative inquiry” into the Community Engagement Program's use of appreciative inquiry. Although no formal use of appreciative inquiry was used in the development of this chapter, the principles of appreciative inquiry are present. The chapter was developed with a focus on understanding, a focus on valuing, and a focus on hearing all voices. With this in mind, the three authors felt that it was important to provide a space within this chapter for each author to speak for herself.

Ms. Berthelsen: The use of appreciative inquiry has made a significant impact on my learning and expectations as a graduate student in the Community Engagement Program. We began our year with a strengths based inventory, analyzing both our individual and group strengths. This diagnostic tool was shared with our fellowship site supervisors to help develop expectations for what the working relationship would look like. Starting the year with these expectations in place allowed for more open and honest communication between fellows and site supervisors. For many of my cohort mates, they returned to these strengths when issues arose at their fellowship sites.

Even more impactful was the decision of Dr. Falk to begin our fall semester fellowship class with an appreciative inquiry exercise. Students had varied levels of familiarity with appreciative inquiry prior to the class, but all benefited from the strengths-based approach. By both allowing and encouraging students to collaborate on the ideal “three-wishes” version of the community engagement year, we were

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empowered to articulate our dreams for the program and our futures. This enabled us to collectively decide what our commitments would be to the program, ourselves, and one another in order to be successful.

The appreciative inquiry model required us to go beyond the stress of school and work and focus instead on how we could positively engage and impact our unique situations while holding one another accountable. For many of us, it was an opportunity to move from deficit-based thinking to an optimistic approach. This directly aligns with the goals of the community engagement program and is a skill set we have all put to use on multiple occasions, myself included.

I was so impressed with how a simple approach could be so incredibly effective. I was fortunate to co-facilitate a workshop at the 2017 Campus Compact of Southern New England Conference Creating Space: Solidarity, Dialogue, Social Justice, Opportunity entitled Appreciative Inquiry for Inclusive Engagement alongside Dr. Falk. We presented to a diverse group of students and walked them through a shortened version of the exercise students in the community engagement program used. It was fascinating for me to get to work with the material from the instructor side and the experience led to a greater appreciation for the overall value of appreciative inquiry.

Dr. Meccouri: I cannot imagine beginning a class without this approach as it creates energetic community, brings out the "best" from the students on day one, and provides a foundation for designing activities that will operationalize course objectives and outcomes. This strengths-based approach builds trust in the system that dissolves the awkwardness of the first few weeks. I started each and every graduate class with an Appreciative Interview, StrengthsFinder, and VIA Character Strengths to build a positive, strengths-based foundation. This kind of joy in learning and community is the best of my teaching practice and I am privileged to facilitate faculty and staff groups that are expanding capacity for strengths-based teaching practice.

Dr. Falk: An assets-based approach has always been an integral part of my practice as an educator, identifying and building upon students' strengths. Appreciative inquiry has provided me with a way of expanding upon my use of strengths and making it more systemic. What has particularly impressed me about appreciative inquiry is that by verbalizing positive experiences, individuals and groups are able to identify, describe, and define their desired futures. I view appreciative inquiry as an egalitarian process, equalizing voices and creating structures for all voices to be heard. Indeed, the mindset that is afforded by appreciative inquiry is one that makes possible the development of a chapter that is co-authored by a graduate student, an adjunct instructor, and a program director.

INSIGHTS AND RECOMMENDATIONS

Based upon the literature and the experiences of the Community Engagement Program, this section discusses four major themes or insights: appreciative inquiry creates a culture of positivity; a positive orientation is good preparation for a job search; appreciative inquiry builds teams; and appreciative inquiry values the human experience. The section continues with recommendations for infusing a strengths approach in a graduate professional development program. Recommendations include: identify individuals' strengths; identify what is going well; and use a strengths approach with all constituents.

Appreciative Inquiry Creates a Culture of Positivity

A rigorous and intensive academic program such as the Community Engagement Program can feel like an emotional roller coaster. With students serving in fellowships, often aimed at supporting vulnerable individuals, and courses that draw attention to systemic inequities and challenges in society, it is not uncommon for students to feel defeated, discouraged, and depressed. Without devaluing or dismissing those authentic emotions, appreciative inquiry provides an invaluable reframing of the lens or perspective.

Indeed, even in the field of medicine, there is increased attention to the benefits of positivity. For example, laughter is now believed to not only have positive psychological effects but also positive physiological effects (Louie, Brook, & Frates, 2016). What is particularly fascinating is that these positive physiological effects are believed to occur whether the laughter is spontaneous or self-induced. Along these lines, Catalino, Algoe, and Fredrickson (2014) found that prioritizing positivity in decisions about daily activities is associated with general well-being. Furthermore, there are known health benefits to gratitude (Sansone & Sansone, 2010). Sansone and Sansone (2010) report that several studies have shown associations between gratitude and overall well-being and life satisfaction. LaFasto and Larson (2012) identify a positive attitude as an important attribute of a leader.

Helping students to identify and articulate positive aspects of themselves, their lives, and their experiences can be motivating and empowering for students.

A Positive Orientation Is Good Preparation for a Job Search

The Community Engagement Program is a professional preparation program. The majority of students in the program graduate in one year and pursue full-time employment. A focus on strengths helps students to quickly hone in on what they are good at. This is important as they will be able to convey their strengths with confidence and enthusiasm when they meet with prospective employers. However, the focus that appreciative inquiry gives to finding the life-giving core is even more critical in this regard. If students take on the habit and practice of searching within themselves to understand their motivations and to identify what is most energizing and fulfilling for them, it seems that they would be most prepared to enter a job search efficiently, productively, and selectively. Furthermore, students can apply their newly acquired appreciative inquiry mindset to the organizations where they interview and ultimately, accept positions. It is critical that students know their worth and what they have to offer; as much, they need to be able to find and grow the strengths of the organizations and communities where they work.

Appreciative Inquiry Builds Teams

Appreciative inquiry is an inclusive process, which is to say that all voices and perspectives are valued and appreciated. It is egalitarian in that there is no hierarchy; every voice is equally valued. As such, appreciative inquiry lends itself to community-building and team-building. The Community Engagement Program is built on a cohort model. Strong relationships between peers helps create a collaborative learning environment. Student retention and success are linked to feeling that they are an integral part of the cohort. Of note, Bushe (2001) used appreciative inquiry with teams focused on their best team experiences. Bushe found this approach to be particularly useful with teams that were less evolved and were in early stages of their development. Students in the Community Engagement Program are encour-

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age to familiarize themselves with one another's strengths and one another's goals so that they can build on each other's strengths and help one another achieve their goals.

Appreciative Inquiry Values the Human Experience

Appreciative inquiry is an empowering process that involves voicing dreams and intentions to act. Appreciative inquiry values human beings' lived experiences and our emotional lives. In this way, it contrasts with traditional, highly rational organizational development processes. It embraces the human soul. Taylor and Marienau (2016) explain that emotion is critical to adult learning and development. In their words:

Without emotions, intelligence has no anchor. A problem might seem to have a rational solution based upon presumably objective criteria such as a cost-benefit analysis, but that may prove inadequate without an underlying value system that can look beyond a spreadsheet. And values, by definition, evaluate: they encompass both judgment and emotions. Thus, the most significant problems adults face - generally those with a human dimension - require emotions as an integral part of thinking and acting rationally. (p. 54)

LaFasto and Larson (2012) note that leaders leverage their life experiences.

Infusing a Strengths Perspective in Graduate Professional Development

Appreciative inquiry can be one component of a strengths-based approach to student and programmatic development. A strengths approach can permeate the culture of an organization. Recommendations for building an appreciative approach to professional development and organizational growth are discussed below.

- **Identify Individuals' Strengths:** A survey such as the Gallup Strengths Assessment or the Character Strengths Survey of the VIA Institute on Character can be a useful approach to helping individuals notice and identify their own strengths and the strengths of their colleagues and peers. This then becomes a stepping stone for conversations around individual growth and professional development. It is also important for thinking strategically about alignment of individuals' strengths with their roles and responsibilities and creating and sustaining effective teams. For students in the Community Engagement Program, this may relate to how they are working with other students on course assignments or it may relate to how they are working with their site supervisors and other staff within their fellowship sites.
- **Identify What is Going Well:** A strengths-based approach continually explores what is going well. This question can be built into the regular protocol of classes, advising, and supervisory meetings. For the Community Engagement Program, it is a question that is built into our fellowship instructor site visit meetings which occur twice in the fall and twice in the spring semesters, for example. Thus, when the fellowship instructor goes to the sites to meet with fellows and their site supervisors, the protocol for these meetings is always to return to what is working, as that becomes the foundation upon which to overcome challenges and obstacles. The orientation is constantly and consistently, how do we grow the positive?
- **Use a Strengths Approach With All Constituents:** A strengths approach can be used with students, faculty, staff, and partnering organizations. Within the Community Engagement Program, the primary focus of our strengths work has been with students. However, there has also been intentional discussion with others in the Community Engagement Program, such as fellowship site

supervisors. By providing a strengths framework to site supervisors, fellows and supervisors are able to utilize an appreciative approach in their ongoing supervisory and mentoring relationship.

Organizational Transformation and Performance Development

Many of the concepts and themes discussed throughout this chapter are applicable to a broad range of organizational contexts and to performance development more generally. Most notably, it is clear that an appreciative inquiry approach can be used at multiple levels successfully, such as at the individual level, the department level, and the institutional level. This chapter provides an example of how utilizing appreciative inquiry within specific courses ultimately led to a more holistic application of appreciative inquiry throughout an academic program. Indeed, there may be value and synergy in experimenting with appreciative inquiry at multiple levels. Furthermore, the chapter may help the reader see how starting with a very simple and discrete appreciative inquiry exercise can be an appropriate beginning and may lead to broader application in the future.

Using the language and principles of appreciative inquiry with all stakeholders is another take-away that may be useful in business and performance development contexts. Communicating about appreciative inquiry and using the language of appreciative inquiry with customers, consumers, users, funders, researchers, policy makers, employees, board members, and others involved in the organization may help to capitalize upon and leverage the appreciative approach in all areas of the organizational system.

Although the formal research on appreciative advising is limited, this scholarship may be useful and applicable to performance development in organizational contexts.

FUTURE RESEARCH DIRECTIONS

This chapter explores appreciative inquiry as it has been applied in higher education and community contexts. It focuses on the use of appreciative inquiry with the Merrimack College Community Engagement Program and considers insights and critical themes that have come out of these experiences. Appreciative inquiry is a promising method for tapping into the human spirit and reaching toward human beings' self-actualization and excellence in community and organizational settings. More formal study of appreciative inquiry is warranted. Case studies and longitudinal studies would be useful which highlight the application, value, and challenges and limitations of appreciative inquiry in a variety of organizational contexts.

CONCLUSION

While assets-based approaches are present in community engagement, community organizing, community development, education, and related fields, there is ample opportunity for further application and use of appreciative inquiry. The level of investment of both time and resources for appreciative inquiry is dependent on the level of intervention and the size of the human system. In general, appreciative inquiry helps to remove and overcome the organizational inertia which makes assets-based approaches to organizational change and performance development faster and more sustainable.

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Appreciative inquiry needs to be taught and modelled for undergraduate and graduate students in these disciplines. Workshops and trainings should be available for educators and leaders in nonprofit organizations so that they are prepared to bring appreciative inquiry to their organizations. Textbooks and resources on assets-based approaches should include robust descriptions of appreciative inquiry. Programs focused on related topics such as positive youth development and asset mapping should also provide descriptions of appreciative inquiry. Appreciative inquiry trainings should reach out to nonprofit and community leaders for participation. Where possible, such trainings should be offered at discounted prices that are accessible for community members. Appreciative inquiry consultants should make themselves available to nonprofit organizations.

Appreciative inquiry is a promising mode of organizational development and performance development that may be broadly applied. Appreciative inquiry needs to be studied more formally and more extensively and there is a need for more dissemination of scholarship, knowledge, and best practices in this area. Its emphasis on the positive is captivating, exciting, and hopeful.

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Chapter 16

Sustaining Family Businesses in India: An Appreciative Inquiry Approach to Traditional Businesses

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ABSTRACT

In this chapter, the authors intend to present appreciative inquiry in the context of family-run businesses (FRBs). The challenges of family-run businesses are in addition to challenges faced by non-family businesses. The context in which appreciative inquiry may be applied in family-run businesses may range from succession, remuneration, performance assessments, retirement planning, or transforming traditional business to scale up. In any kind of change initiative, the principles of appreciative inquiry may be applied. The chapter presents the typical challenges of family-run businesses, scope of appreciative inquiry in family businesses, and prior work and a case to understand application of appreciative inquiry in family-run businesses.

INTRODUCTION

Appreciative inquiry can be a very effective tool for resolving business problems. It is a kind of paradox to case study methodology of teaching in management schools, where future managers are largely trained to discover the problem in the case and consider all possible limitations when working out solutions. On the contrary, appreciative inquiry approach tends to promote focusing on strengths over limitations. Identifying strengths of a system, process or culture can be a daunting task and may need conscious practice. Appreciative inquiry, based on tenets of positive psychology is getting attention in business

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world due to lot of change management interventions happening across business sectors. Whether the business is a family-run business or a non-family business, it can build on its strengths through principles and methodology of appreciative inquiry.

Family-run businesses have a very unique business ecosystem where members of a family hold positions of power and often demonstrate varying qualifications, capabilities and business acumen. This results into differing business vision within the family often influencing the growth and sustainability of the organization. However, there are many successful family-run businesses across the world where the underlying issues have been dealt effectively. Such businesses build a case for appreciative inquiry where investigation and understanding of strengths and practices of successful family businesses may provide insights to other family-run businesses in resolving their challenges. However, the challenges of these businesses is not delimited to the role of family members in business, their business practices are largely influenced by the ethos, values and beliefs of the culture, community and race that they belong to. These factors drive their vision and decision making. For example, while European family businesses are known for excellence in product, Indian family businesses are driven more by community service. Hence, the approximate comparative may be drawn from family businesses having shared beliefs and challenges. The objective of this chapter is to discuss the scope of appreciative inquiry in family-run businesses and reflect upon the applicability of appreciative inquiry in family-run business situation through use of case.

BACKGROUND

Family-run businesses (FRBs) are different from other businesses due to the fact that such businesses have members of the same family working for the business. The Stockholm School of Economics has defined family businesses as the business that has at least one of the following characteristics: (i) three or more family members all active in the business or (ii) two or more generations of family control or (iii) current family owners intend to pass on control to another generation of family. According to estimates, family-run businesses outperform non-family firms with higher average return on investment. Worldwide, family businesses account for two thirds of businesses, employ 60% of the work force and contribute over 70% to global GDP. The richest legacy in family businesses lies with Japan and European countries.

There is a long history of family businesses in the world with European continent representing some of the oldest and the highest number of family-run businesses across the globe. Lombard Odier, with seventh generation in business, has 220 years of experience in asset management and wealth preservation. Beretta, an Italian firearms manufacturing company, is nearly 500 years old with fifteen generations into business. Similarly, Merck, Wendel and Soares Dos Santos represent some of the oldest families into the businesses of Germany, Paris and Portugal respectively. In the US, the history of successful family businesses is relatively of recent times starting only in early 1900s., with Mars, Carlson or Waltons of Walmart to name a few. In Asia, family firms in Japan are known to account for the highest number of 'over two-hundred years old' family businesses in the world, with one of the businesses being forty-six generations old. China and Hong Kong are less known in family business legacy and leadership. India is witnessing a growing number of successful family businesses with history of their existence since mid-eighteenth century.

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The successful family businesses are characterized by smooth succession, business viability, family harmony and responsible & unified ownership. The successive generations inherit a strong sense of ownership, value system and family legacy. As compared to other businesses, FRBs have lesser governance issues due to high sense of pride and responsibility in the name of the business that the family represents. They offer a stable work culture over the years as family values and vision cascade over the generations. However, behind stories of successful family businesses there is a long list of failed family businesses across the globe. It is often quoted for FRBs that “the first generation creates it, the second builds it and the third generation spoils it.” According to research, only 30 per cent of all family businesses make it to the second generation and only 3 per cent last for more than four generations or beyond. It takes more than just ‘business’ to manage and sustain family business in the long run. This chapter highlights a few key challenges of family-run businesses, particularly in context of India.

One of the well-known reasons to this is the growing size of the family and possible conflict of business interests. Philadar group of France and Formosa Plastic group of Taiwan are classic examples of growing family size and related business issues. The Mulliez family of France, owners of Philadar group that started as a small textile manufacturing business around 1900, had 780 direct descendants in a little over 100 years. With such a big size of family, business succession and distribution of portfolios may pose a big challenge to business continuity. In fact, business houses in India with not so big families have faced problems with business succession and portfolio distribution that had led to family and business disputes. Dhirubhai Ambani’s Reliance Group, Kirloskar, Bajaj and Ranbaxy are a few cases that underline the impact of family disputes on future of business.

Birla Corporation (renamed in 1998), the Birla family’s first business venture set up on the banks of river Bhagirathi by G.D. Birla in the late 1910’s is an interesting case of dilution of family legacy. In 2004, the widow of M.P. Birla of Birla Corporation bequeathed Rs. 5000 Cr. Birla Estate, including M.P. Birla Planetarium, Belle Vue Clinic, schools, and prestigious medical institutions like Bombay Hospital and Birla Vikas Hospitals, to an outsider who was a chartered accountant by profession and in no way related to the Birla family. Since then Birla family is in dispute with an outside successor of the business.

Retirement benefits are another grey area for family businesses. Lack of retirement planning for preceding generations and distribution of company wealth may lead to unfair treatment and bitter feuds. Raymond Group is an interesting case that brings out family tussle between father and son around such issues. Family-run businesses must take cognizance of causes of disputes in family businesses and learn from practices of other successful FRBs to avoid disputes particularly related to business succession and portfolio distribution, involvement of outsiders in business and retirement planning.

Family in business is a very complex issue and businesses suffer due to overlapping priorities of family and business. The cases in family-run businesses are fraught with nepotistic approach to promote members of the family regardless of their aptitude, interests and abilities, secretive management style, inability to keep personal and business relationships separate, neglect of important business decisions for the sake of unity in family and lack of long term vision and professionalism. If a family business fails due to internal disputes among successors, it affects other stakeholders as well and that is bad for the society and economy as a whole. These businesses are strongly marked by vision and values of the founder. Delineating the vision and values of the founders to future generations and keeping the founder’s spirit alive is a major challenges faced by these businesses. It may therefore not be easy for these businesses to transit to contemporary business models, given their long term purpose and broader goals.

Table 1. Challenge of family-run businesses

Family related	<ul style="list-style-type: none"> - Beliefs and ethos of family - Business vision - succession planning & criteria for selecting successive leadership - distribution of leadership portfolios in case of diversified business - share ownership across generations and exit procedures - shareholding with regard to non-family members - roles of family members in business - remuneration of family members' assessment of individual contribution and rewards - retirement planning
Non-family related	<ul style="list-style-type: none"> - Standardization/Formalization - Business Transformation - Branding - Change Management - Technology & Innovation - People retention and skilling

Since family-run businesses have unique challenges, hence it is important to discover and disseminate practices of successful family businesses. The key issues around sustainability of family businesses are linked to the following, as given in Table 1:

There is existing literature on successful family businesses and how they have sailed through the challenges. Since these businesses have similar kind of challenges, success story of one business brings out the importance of looking at one's positive core as opposed to looking at what is negative or not working. The strengths of these businesses lie in their core values, ownership, trust and relationship with suppliers, customers, employees and society at large. The success saga of most of these businesses rested upon identifying key strengths of business and building upon them. If we examine their journey to success, we will find that they all have consciously or unconsciously practiced appreciative inquiry (AI) and positive psychology in the process of stabilizing their businesses in the long run. Taking examples from existing successful family-run businesses, appreciative inquiry can be an effective tool for struggling family businesses that do not have a formalized mechanism of succession and business transformation and more importantly creatively aligning with their beliefs, values and ethos with the business.

The essence of appreciative inquiry is embedded in the principles of positive psychology. Appreciative inquiry is leading change by building on strengths to create positive and trust-worthy institutions. It is a shift from 'Problem at the Core' approach to 'Positive Core' approach to organizational change and transformation. The diagrammatic representation (Figure 1 & 2) brings out the differences of the two approaches.

“Positive Core” Approach

The majority of work using appreciative inquiry has been in the area of non-family businesses and especially large businesses. The reason for this is implementation of transformational change initiatives by organizations to manage and sustain growth. Hence, the focus has been business centric rather than family related challenges. However, the principles and process of appreciative inquiry may well be extended to the family-run businesses that have unique challenges. Researchers and practitioners have examined the potential of appreciative inquiry in understanding and transforming family-run businesses in the past. Table 2 below depicts some of the prior works in this field.

Figure 1. FRB ‘Problem at Core’ approach



Figure 2. FRB Appreciative Inquiry



BUSINESS TRANSFORMATION THROUGH APPRECIATIVE INQUIRY: A CASE OF JAIPUR RUGS

In this section we discuss how appreciative inquiry could be utilized in a business context. By focusing on strengths of a system, process or resources creative solutions could be planned and executed without compromising on the vision and values of the founder. This chapter highlights the case of a company based out of Jaipur in the royal state of Rajasthan in India to bring out the application of this concept.

Jaipur rugs, India’s largest manufacturer and exporter of hand-made rugs and carpets, is a point in case. The founder started this company with the vision of keeping alive the art of hand-woven rug making and providing livelihood to the rural communities engaged in this art. The company is a family-run business which is into traditional hand-woven rug making industry that is heavily dependent upon weavers from rural communities. The company also referred to as ‘Mahatma Gandhi of carpet industry’ is an excellent

Table 2. Studies on appreciative inquiry in business

2019	Woodfield	Intergenerational Entrepreneurship in wine	Study highlights how entrepreneurial activity continues across generations through AI
2013	Thrassou & Vrontis	Change through innovation in family businesses: evidence from an Italian sample	Findings highlight the innovative strength of family businesses.
2012	Boyatzis & Soler	Vision, leadership and emotional intelligence transforming family business	The study shows how such leadership can transform a family and its business.
2004	Sorenson	Conflict Management Strategies Used by Successful Family Businesses	Study indicates how collaboration, compromise and accommodation contribute to positive family outcomes.
2002	Miller et. al.	Appreciative Inquiry in Building Relational Capital	Study shows how appreciative inquiry interventions increases levels of relationship and collaboration in cross-cultural situations
2001	Poza et. al.	Spousal Leadership and Continuity in the Family Firm	Provides evidence of CEO spouse leadership

example of how a company can focus on strengths of available resources and create a success story. The company’s innovative business model based on socio-economic inclusion of rural communities’ helped it to overcome unique challenges that the Indian carpet industry was facing post 1950s.

Carpet manufacturing is a multi-step manufacturing process. The sourcing of raw material to the distribution of finished carpets to end consumer is a complex step-wise process with over 60 intermediate steps. Each step from carding, spinning, dyeing, spindling and weaving has its own quality check mechanism. The key challenge before the industry was non-availability of skilled men artisans who could weave carpets for these manufacturers. The company also faced the challenge of scaling and sustaining traditional business with proactive involvement of these communities. Business transformation was imperative for business continuity and to cater to the taste of global customers.

Jaipur rugs was established in 1978 by a single founder in the backyard of his home with two looms and 9 weavers. As the company commenced direct export of carpets in 1986, it realized that there is a huge international market for high quality product. Though there was demand for Indian rugs in global market, shortage of skilled manpower resulted in shutting down of looms by contractors in villages. Despite looming problems in the loom sector, Jaipur rugs focused at identifying strengths and opportunities in the weaver community of India, to begin with among tribal community in Gujrat region. There was shortage of skilled men weaver as they used to go out for other employment opportunities. The founder and his team thought that involving women-folk can help to overcome the problem of shortage of skilled labor. Though women were a part of weaving process in the past but there were very few women from rural communities who were a part of this process. The company realized that majority of women in rural communities engage in some kind of productive work to supplement earnings at home but refrained from going outside for work broadly due to prevalent societal norms of Indian community. Hence, it was not possible to get weavers to workplace. In order to address this situation, the company evolved an operational model to suit the needs and beliefs of rural women. The company organized business for these women right at their home by installing looms and providing them raw material (spindles) at their doorstep so that they can carry out their work from home. This solved the problem of labor for weaving process. At this point of time, the company had three more important challenges (i) installing as many

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looms in homes as many weavers (ii) quality control to match expectations of global customers and (iii) time record of job and corresponding payments.

The problem with installation of looms was that there was no assurance of work even if the company installed the loom at its own cost at weaver's home. Hence, no guarantee of work and maintenance of idle loom till it could be allotted to some other worker was a problem. In order to address this problem, the company explored the available options for loom installations at home of weavers. The company made use of government subsidies in supporting weavers in buying looms and also lend looms to weavers till the time they were able to purchase their own loom. This way the company was able to reach out a larger weaving community and also support them in their employment efforts. The company also appointed quality supervisors for inspecting the work in progress at looms. These supervisors were provided vehicles in order to visit homes and track progress. They supervised both on quality and timing of work in order to ensure delivery of finished product in time with expected quality. In order to address the growing demand of weaving work, the company outsourced work to independent entrepreneurs who would get the work done through dispersed workers. This way by appreciating and relying on local resources, the company was able to transform operations of the business.

The founder of Jaipur rug, in his over 40 years of experience had realized the fact that rural community could be trained for employment with little handholding and lot of empathy and trust in their abilities. Through his vision, the company organized various engagement programs for rural women in order to develop leadership in these communities not only for work purpose but also to spread awareness on health & hygiene, education, literacy, environment and family life. The women weavers were one block in the whole chain of carpet manufacturing process. Since the raw material was dropped at their doorstep and the finished work was collected from the doorstep, these women had never seen a finished carpet. One of the most important initiatives taken by the company was 'weaver's engagement program' whereby they facilitated the women artisans to travel to city to see the finished product and realize the value of their work in the whole process. This initiative inspired women to work better and feel pride in their contribution. Women artisans, some of them who had never even stepped out of their villages, got involved in the process of co-creating and won accolades internationally through their unique designs based on rural lifestyle and culture.

Hence, the company focused on resources that were available and workable and processes that were sustainable in long term. From founder to his next generation, two looms to over seven thousand looms, nine weavers to nearly forty-one thousand weavers the company spread its business to over forty countries keeping its vision and values well-knotted. The weaver's community, eighty percent of whom were women, secured financial independence without commuting to workplace or losing time in picking or dropping material. They not only obtained financial independence but also entrepreneurial mind set by choosing their time of work, pace of work and designs they wish to create. They had work-life balance and could attend children and family and still live a life of dignity through their contribution.

The above case brings out the scope and approach to appreciative inquiry in business. Though every business in any industry within an economy is unique, but they all are fraught with challenges. This case highlights identification of what is working or may work, imagining the application of that knowledge in various business situations, creating viable roadmaps for action, and analyzing the outcomes.

CONCLUSION

In business, appreciative inquiry could be extended to gamut of change initiatives. Business transformations in traditional family-run businesses may not be easy especially when such transformations are capital intensive. It therefore makes sense for businesses to identify their key strength and build upon it. Though technology is taking over the operations of businesses by bringing in efficiency but in traditional industries such as textiles, handicrafts or food industry, hand-made products are acknowledged and appreciated. The need is to transform products to suit expectations of global customers. Many such businesses are run in rural vicinities and employ local labor and therefore appreciating the strengths of available resources might help to build a sustainable and inclusive business models. In traditional industries such as textiles, handicrafts and food, employees can propel the change cycle in a big way. Companies need to develop people as leaders, trigger their thought process and create acceptance toward failure. This will happen only when companies start focusing on people strengths and capabilities and facilitate change through empowerment and participation. Examples from similar industry can serve as benchmarks for initiating appreciative inquiry at own unit level.

Appreciative inquiry is also a strong tool in understanding and accepting change by stakeholders in a family-run business as it undergoes intergenerational leadership. The majority of conflicts or problem situations arises and sustain due to inability of a growing family to acknowledge the vision and values of the business. It is understood that appreciative inquiry as a process of change will help a business family appreciate the importance of shared vision and values, strengths of each member and to allocate appropriate roles and responsibilities keeping in view the long term growth of the institution. The process of appreciative inquiry in these businesses is holistic like non-family businesses but with an added family perspective to the 4D model of the inquiry.

Organizational change interventions through appreciative inquiry should be extended especially in developing countries, where there is an expanding manufacturing and service industry with a large number of family-owned companies within these sectors. The positive psychology approach will not only help business enterprises work out amicable solutions with strengths at core, its effects will be translated to the society at large.

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