

# Appreciative Inquiry Session 1 of 2



Participate  
*Perform*  
Produce

## Leader Guide

This guide is a resource for small group leaders.  
It accompanies Group Session 10 of the eLearning Series,  
*CultureEX™ Guided Transformation Process*



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# Pre-Group Session Prep

Time: \_\_\_\_\_ minutes

## ACTIONS

- ☐ **COMPLETE** watching *your own* individual training module and filling out *your own* workbook answers.
  - ☐ **NAVIGATE** entire group session at least once. Ensure the technology works.
  - ☐ **STOP** when you reach a slide with a green continue button. These correlate with a section in the leader guide.
  - ☐ **ANSWER** all questions yourself to use as an example. Also, write in your **goal** and **final word** for each section.
  - ☐ **PREPARE** using the *notes* section for your answers, examples or clarifications so you can model/start the conversation.
  - ☐ **FOLLOW** instructions in each section in order given.
  - ☐ **OPEN** document “[\*Alternative ways to communicate about purpose and values.\*](#)” to create what you will do regarding *PURPOSE* and *VALUES* during the session.
  - ☐ **SEND** a confirmation email a week prior to the group session if you wish. (see below)
- ♦ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
  2. Start and end on time no matter who is or is not there. Ask for timeliness from your team.
  3. Maintain pacing as best you can for time you’ve allotted for each section. You can skip answers and bullet points if needed to stay on track.
  4. **Total Time** = Time *suggested* for each section.
  5. **Pre-Vid** = Time video precedes before starting the facilitation of each section.
  6. **Cumulative time** = Time elapsed in total for the session, at the end of each section.

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## EMAIL SAMPLE (Optional)

Hi everyone!

I’m looking forward to seeing you on (Day, Date, Time) for our group LifeWork Systems review session. Please be on time and ready because we have a lot of ground to cover and we will start and end on time. Don’t forget to:

- Bring your completed workbook as ***we will be reading our answers from them.***
- Make sure you have completed your post-training survey so I can see your input in advance of this session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

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## NOTES

# Section 1: We Always Begin With...Purpose

Time: **10** minutes

**For the leader:** your intention in this section is to help the group learn that a. purpose is #1 and b. INVITE them to commit to it. c. values are behaviors that serve *to make sure purpose happens*. d. focus on one trust value and e. Review helpful tips.

**Total Time is 10m (0m pre- vid) Cumulative Time: 10m**



☐ **POST** or visually have open your organization's blueprint on a browser tab.

☐ **READ Goal:** "My goal for this section is \_\_\_\_\_"  
(e.g., "to set the stage for this session by beginning with our purpose and values.")

☐ **READ bullet points below** (Pull up your organization's blueprint)

- Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
- You are in charge of YOUR thoughts, feelings, and actions *no matter what*.
- *Purpose* is what we cause for ourselves and for others; purpose connects us to our internal motivation, our WHY.

☐ **READ** your organization's **PURPOSE** on the blueprint. Next, *share your unique way to highlight it*. (use "*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.

☐ **READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):

1. Will YOU intentionally focus on our purpose and commit to representing it?
2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?

☐ **READ About CORE VALUES** (direct them to the core values in our blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." These are **NOT** the 8 values that build trust.

☐ **DELIVER** Next, *share your unique way to highlight one or more CORE VALUE(S)*. ("Alternative ways to communicate purpose and values") This could be a quote, story, video clip, meme, poem, question, etc.

☐ **REVIEW** this trust value: **honesty** is #3 in your blueprint under the 8 values that build trust. **Honesty** is not the same as disclosure which is keeping quiet about your thoughts and feelings. Honesty is also **NOT** lying, stealing, cheating, etc. Ask everyone, "When is it hard to exercise **honesty**?"

☐ **READ** the following 5 helpful tips with your group when you as you end this section:

1. Speak in first person (use "**I**"). It will feel and be more *responsible*. I'll say "first person" if you forget.
2. "Stay in your yard," share only your experiences, opinions, and feelings.
3. Take initiative in participating. This supports your leader. Don't wait to be called on.
4. Keep your answers somewhat brief. I may say, "ELMO" which is "Enough said, let's move on."
5. Write down all aha's and questions you think of along the way.

☐ **FINAL WORD** "The main point of this section is to remind you that \_\_\_\_\_"  
(e.g., intention is the most important thing to do in every moment.")

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## NOTES

# Section 2: Basics of Appreciative Inquiry

Time: **25** minutes

**For the leader:** Your intention is to introduce foundational information on appreciative inquiry.

**Total Time is 25m (5m pre- vid + 20m) Cumulative Time: 35m**

## ACTIONS

☐ **SHOW** up to this slide with a green continue button →

☐ **READ** section **GOAL:** “My goal for this section is to \_\_\_\_\_”  
(e.g., give you a basic introduction to Appreciative Inquiry and help you to consider the principles, characteristics, examples and assumptions so we can discuss and begin practicing it.)”

☐ **READ** **bullet points** (sharing bullet points below is optional but recommended when time allows)

- Appreciative Inquiry is a powerful tool that often remains untaught, unrecognized, and therefore not utilized.
- It's an encouragement strategy that helps people *feel* the 4 core needs: empowered, lovable, connected, contributing.
- Appreciative Inquiry helps you access positive files (neuro-pathways in your brain) often ignored
- It's a tool that helps you focus, colors your perceptions, and sets off a positive chain of events. You literally reframe life.

☐ **ASK** the following questions of this group saying, **“These questions are not in your workbook.” (3m)**

1. **Do you believe in Appreciative Inquiry? If so or not, why?**
2. **What benefits could you gain by using it?**
3. **In what areas of your life and work would Appreciative Inquiry help you to focus positively, at this time?**

☐ **BREAKOUT** the group into partners (live or in zoom breakout rooms) and have them share their answers to the following 4 questions on workbook page 3 and shown below. **(10m)**

### Examples of Appreciative Inquiry

1. **Greeting:** “What’s the best thing that’s happened to you today?”
2. **Teamwork:** “Tell me a story of a time when you handled a teamwork problem well. Imagine a current relationship in which you wish you had better teamwork. How would this relationship would look, feel and sound at its best?”
3. **Leader:** “Tell me a story of a time you led, for which you are proud of your outcome.”
4. **At a Meeting:** “What’s the most positive outcome you can imagine? How would you and the others be feeling? What would you (alone or the group) be saying? Doing?”

☐ **DISCUSS** the experience with this group **(5m)**

☐ **FINAL WORD** “The main point of this section is \_\_\_\_\_”  
(e.g., for you to understand Appreciative inquiry is a choice and a new habit we commit to cultivate. Even asking a higher vibration question (like Judy did with the 8<sup>th</sup> grade student, “Do you want peace with that teacher who’s bullying you?) shifts a person to something better - in this case, the possibility and happy idea of peace.”)

Appreciative Inquiry: Examples

1. **Greeting:** “How are you today?” or “What’s the best thing that’s happened to you today?”
2. **Building teamwork:** “When have I had a similar situation in the past and handled it well? What would this relationship or group look, feel and sound like at its best?”
3. **Leader (i.e. work, school):** “Turn to someone and share one thing you did this weekend you’re proud of.”
4. **During a meeting:** “What outcome would you be happiest with? How would you and others be feeling and doing?”

LifeWork Continue

## NOTES

# Section 3: Are You an Imaginal?

Time: **25** minutes

**For the leader:** Your intention in this section is to help your group understand that there is a dismantling of what's known and it may be messy but it leads to something much better.

**Total Time is 25m (4m pre- vid + 21m) Cumulative Time: 1 hour**

## ACTIONS

☐ **SHOW** up to this slide →



☐ **READ** section **GOAL:** “My goal for this section is to \_\_\_\_\_”  
(e.g., help you to connect the dots between what we think, say and ask and their roles in our outcomes and in their quality.”)

☐ **READ** **bullet points** (sharing bullet points below is optional but recommended when time allows)

- **HOW** we approach goals and challenges matters.
- One of the shifts in appreciative inquiry is moving from a problem-orientation to a success-orientation.
- Deficit thinking and speaking is about problems, fears and limitations and brings more of the same
- Thinking and speaking about successes and possibilities brings you positive outcomes.
- Appreciative inquiry is a form a **recognition**.
- In the bowling story, one group’s recognition of strengths brought joy, easy improvements.
- In the high school case study, Appreciative Inquiry caused open-hearted connections quickly, even between strangers.
- Asking appreciative questions of yourself is equally important, giving you recognition of your success, visions.
- A great first question is “what are some appreciative questions I can ask?”

☐ **ASK** participants the following questions. Let them know: **“These are NOT in your workbook.” (12m)**

1. **Give examples in your work, life, or society of deficit-based, problem-oriented conversations and images? How do they make you feel? What are some of the negative impacts of these communications/visuals?**
2. **Perspective:** Mind over matter includes shifting your perspective as in the shift from the weeder to the feeder in a garden. Give one example of shifting your perspective.
3. **Manifesting:** Mind over matter includes manifesting miracles when your thoughts, feelings and visions are all lined up. Give one example of when you manifested something with your words, beliefs, and visions.
4. **Language:** Mind over matter includes focusing on the power of language. Judy shared saying "Have fun", not "Be good" when leaving her kids with a sitter. Give examples (several) of negative language and then positive or life-giving shifts.
5. **Expectations:** Mind over matter includes the power of expectations, whether the placebo effect in medicine, or the expectations of a teacher in the Rosenthal study. Give an example of an expectation you saw that brought about a positive outcome.
6. **Visualization:** Mind over matter includes using visualization, when you write down or even when you represent what you want in a vision board. Share one story of when you used visualization and saw it manifest the outcome visualized.

☐ **ASK** the group to share their answers to the 4 questions on workbook page 7. **(8m)**

☐ **FINAL WORD** “The main point of this section is \_\_\_\_\_”  
(e.g., that you have a great capacity to transform. This requires dismantling the old and working through the change process with compassion, curiosity, faith, and patience. You are “at choice” in determining if you will build up your capacity, free yourself from limitations, and expand your potential.”)

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## NOTES

# Section 4: Celebrate What's Right

Time: **30** minutes

**For the leader:** Your intention in this section is to emphasize that we have all been conditioned to see what does not work rather than what does work and what can be celebrated.

**Total Time is 30m (6m pre- vid + 24m) Cumulative Time: 1 hour, 30m**

## ACTIONS

☐ **SHOW** up to this slide with a green continue button → (you will be moving through all 7 slides)

☐ **READ** section **GOAL:** "My goal for this section is to \_\_\_\_\_"

(e.g., help you connect the dots between Dewitt Jones' work on 'celebrating what's right' and Appreciative Inquiry.)

☐ **READ bullet points** (sharing bullet points below is optional but recommended when time allows)

- Being good *for* the world is different than simply being good *in* the world.
- There is a world of beauty all around us and many people often miss it thinking about, and living in, a negative past.
- The happiest people in life are those who regularly celebrate what's right in their lives and help others do the same.
- One thing to be aware of: when we expand into thinking and speaking about what's "right", we expand our hearts.
- Sometimes this scares us, we contract, and we get '*foreboding joy*' (fear the other shoe will drop), so we contract.
- Joy is the most vulnerable feeling we can experience. Choose it anyway.

☐ **ASK** them to turn to workbook pages 8 and 9.

☐ **SHOW** each slide and at the end of each short video, have the group share their answers to the question for that slide. **(15m)**

☐ **ASK** this last question: **What daily or weekly ritual(s) might help you remember to regularly *celebrate what's right*?**

(Examples: Keeping a gratitude journal, asking at dinner or bedtime, "What's the best thing that happened to you today?") **(5m)**

☐ **FINAL WORD** "The main point of this section is \_\_\_\_\_"  
(e.g., that what matters most about this section is you gain 7 steps/strategies to draw upon to focus on what's right so you can leverage in service to being your best and to feel empowered, lovable, connected and contributing.)



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## NOTES



# Section 5: Effects of Appreciative Inquiry

Time: **20** minutes

**For the leader:** Your intention in this section is to help the group begin to recognize the powerful, positive effects of this tool and why it is useful to apply it in many settings.

**Total Time is 20m (4m pre- vid + 16m) Cumulative Time: 1 hour, 50m**

## ACTIONS

☐ **SHOW** up to this slide with a green continue button →

☐ **READ** section **GOAL:** “My goal for this section is to \_\_\_\_\_”  
(e.g., help you to realize the tremendous effects that occur when we get this: that a crucial shift to appreciative inquiry is a gamechanger, not only for our organization but for the world.”)

☐ **READ** **bullet points** (sharing bullet points below is optional but recommended when time allows)

- The **effects** of appreciative inquiry cause people to co-create things they most want.
- Focusing on lack and deficits is one reason why some people want to give up on big deal things like democracy.
- With Appreciative Inquiry, democracies can get things done faster and easier.’
- When we operate from fear, scarcity, and deficits we get slow, things deteriorate, and people give up.
- Consider what shared power would be like if everything were framed from appreciation, positive recognition, strengths, successes, possibilities, and highest vision.
- Anything extraordinary built or done (e.g., putting a man on the moon), has arisen from high purpose, values, vision.
- Appreciative Inquiry brings about life-giving, life-enhancing breakthroughs.

☐ **ASK** this group to turn to workbook page 10. Discuss their answers as a group. **(16m)** They include:

1. In an earlier session, you learned about the 4 intrinsic motivators. The first one is a *sense of meaningfulness*. Creating a critical mass of people who draw upon positive images and elevate enthusiasm IS meaningful. **Like the company giving out gas cards to strangers, can you give examples of re-energizing that you’ve experienced (or would like to try)?**
2. **Consider chaos** (the kind that happens during innovative change when there’s no defined method for doing things). **How does appreciative inquiry support chaos that’s positive rather than negative?**
3. In an earlier session, you learned that one of Alfred Adler’s concepts is that we are all always *purposeful*. **How does Appreciative Inquiry direct purposefulness that moves people out of victim-thinking and behaving?**
4. Working with others, not doing to them is much like moving from chaos (trying to fix, convert, heal, or change people) to empty. **Give an example of a situation in which you have disagreed with another person, but maintained working WITH this person in a positive way and refrained from DOING anything TO them?**
5. **What are some ways you can consciously use language that creates positive images and feelings?**
6. (NOT in the workbooks) **What could be some of the positive outcomes in things like our political, economic, environmental, and health conditions in the US and worldwide if everyone committed to using Appreciative Inquiry? Name at least a few positive visions.**

☐ **FINAL WORD** “The main point of this section is \_\_\_\_\_”  
(e.g., understanding how much power you have and how much you can create by using your intention, thinking, appreciative questions, and positive language. You can create; even innovate amazing, life-giving, life-changing, and life-saving conditions and conversations.”)



## NOTES

# Section 6: It Just Got Real

Time: **10** minutes

**For the Leader:** This section is about helping participants realize that this form whether in the back of each workbook or in the end of a group session, is about **grounding** what's been REALIZED by sharing it out loud. It's also about NEXT STEPS.

**Total Time: 10m (0m pre-vid) Cumulative Time: 2 hours**

A thumbnail image of a worksheet titled "It Just Got Real!". The form has a header with the title and a "Continue" button. Below the header, there are two main sections, each with a "Write Here" box and a "Challenge or Lesson" box. The first section is labeled "1." and the second is labeled "2.". The form is designed for participants to reflect on their learning and share it with others.

## ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to \_\_\_\_\_"  
(e.g., "help you to leave this session retain the information you've been learning. By reflecting on it, clarifying it, practicing it, and sharing it over and over, you're likely to remember, own, and apply what you've learned.")

☐ **READ about bullet points** (sharing bullet points below is optional but recommended when time allows)

- People don't sustain real or lasting change without discussing what is newly learned
- Committing to sharing at least some of your *ah-ha's* and *next steps* is crucial to long-term retentions.

☐ **ASK** the following questions. Have EVERYONE share briefly\*:

1. **One new idea or ah-ha gained from this session that was not fully known or understood before it started.**
2. **One next step to apply something learned.** (This need not be related to their aha's)

☐ **FINAL WORD** (Thank them sincerely in your own words!)

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## NOTES

\*If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and **email their answers to you**. This helps them retain what they learn.