



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

The Practice of Hope in Social Work Research & Practice

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What is Hope?

Hope Theory (Snyder, 2002)

Hope is “the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways” (p.249)

Hope is the function of:

- (a) Goal Orientation
- (b) Pathways thinking and
- (c) Sense of Agency





Critical Hope

Three kinds of Critical Hope (Duncan-Andrade, 2009)

1. Material Hope: Sense of control when given the resources to deal with forces that affect everyday lives.
2. Socractic Hope: Allowing to question the unjust society
3. Audacious Hope: Healing from oppression to transform it.

Source: Duncan-Andrade, J.M.R. (2009). Note to Educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181-194. Available <http://crescendoedgroup.org/wp-content/uploads/2014/03/Duncan-Andrade-J.-2009-Hope-Required.pdf>



Hope for Radical Healing (Ginwright, 2015)

Three types of hope for radical healing:

1. Relational Hope— changing conditions with communities based on trust and relationships
2. Restorative Hope— creating conditions and opportunities for communities to prosper and thrive
3. Political Hope— engaging in political decisions in everyday lives to articulate opportunities to flourish



The Practice of Hope in Social Work

- **Social workers** are the **holders of hope** for clients, communities, and society (Clark, 2012, p.3)
- Although there is a **wide agreement** on the **dynamic role of hope** in social work, pragmatic strategies to practice hope in social work research and practice are sparse and fragmented.
- The practice of hope in social work research and practice is both **an art and science**.
- **Hope** can be viewed as a **powerful strategy for healing** from social toxicity.
- Because **participatory approaches** promote **engagement & human agency**, these approaches can provide **pragmatic strategies** to **infuse hope** in social work research and practice across diverse ethnic communities.





Use of Participatory Approaches to Infuse Hope in Social Work Research & Practice

1. Community-Based Participatory Research (CBPR)
2. Asset-Based Community Development (ABCD)
 - a) Asset Mapping
 - b) Appreciative Inquiry

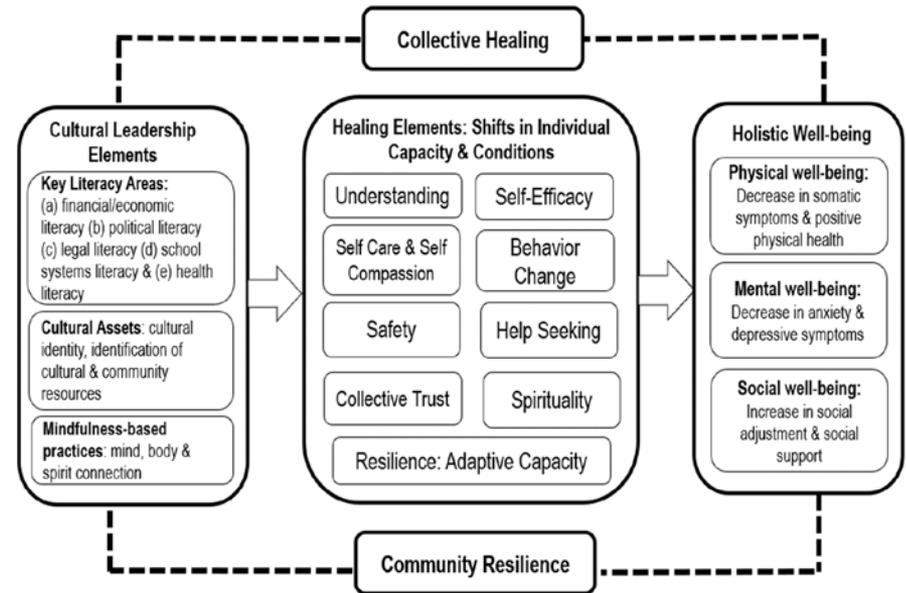


The Practice of Hope in Social Work Research & Practice

Case Example: Cultural Leadership Project with Young Bhutanese Refugee women



- Based on Asset-Based model & CBPR principles
- Focused on education, empowerment and identification of cultural assets in the community that serve as protective factors to promote increased mental well-being, ignite hope and collective healing among the young Bhutanese refugee community
- Cultural leadership— rooted in community, family and cultural identity.
- Culturally grounded project that viewed healing as the restoration of identity.



Source: Subedi, Maleku & Pyakurel (2019). Cultural Leadership Project



Rethinking Social Work Research

- ✓ Practice **cultural humility in research**: Be cognizant of power dynamics that exists between academia & practice
- ✓ Shift in research philosophy: **co-creating knowledge** and **co-learning** with the **community**; **community evidence**
- ✓ **Long term commitment** to hold **researchers and academia accountable** to the community
- ✓ **Re-brand social work research** and innovate
- ✓ **Intentionally** see ourselves as **scholar-activists**: Focus on the **voices of authors** from these **communities** at the center of our research process.





Rethinking Social Work Practice

- ✓ More than what needs to be done differently for different groups, CBPR lessons indicate **a reassessment of how we conceptualize social work practice with multicultural communities** (*Padilla et al., 2019*)
- ✓ The focus needs to be on the **process of engaging** with clients, on integrating the broader circumstances of their lives outside of our service settings, and on **transforming service delivery systems** (*Crampton, 2015; Kutukdjian, Corbett, & Rivière, 2009; Nadan & Ben-Ari, 2013*).
- ✓ Although these approaches to cultural studies are part of social work education & practice standards, we need to **take into account how multicultural communities see themselves**.
- ✓ Lift **voices of authors** from these **communities** at the center of our practice.





Rethinking Social Work Education

- ✓ Social workers often **struggle** with **stereotypical, reductionistic views** of their clients.
- ✓ Need to **reevaluate how we teach cultural competence** so that the focus is on **unrecognized assets, strength and resilience** of communities versus deficiencies.
- ✓ We need to do a better job of communicating **the value of cultural richness from the perspective of the communities** that we are concerned about.
- ✓ Bring **voices of authors** from these **communities** at the center of our teaching.
- ✓ Articulate social work's **vision of equity & hope**





COMMUNITY BASED PARTICIPATORY RESEARCH



What is Community Based Participatory Research?

“Collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings.

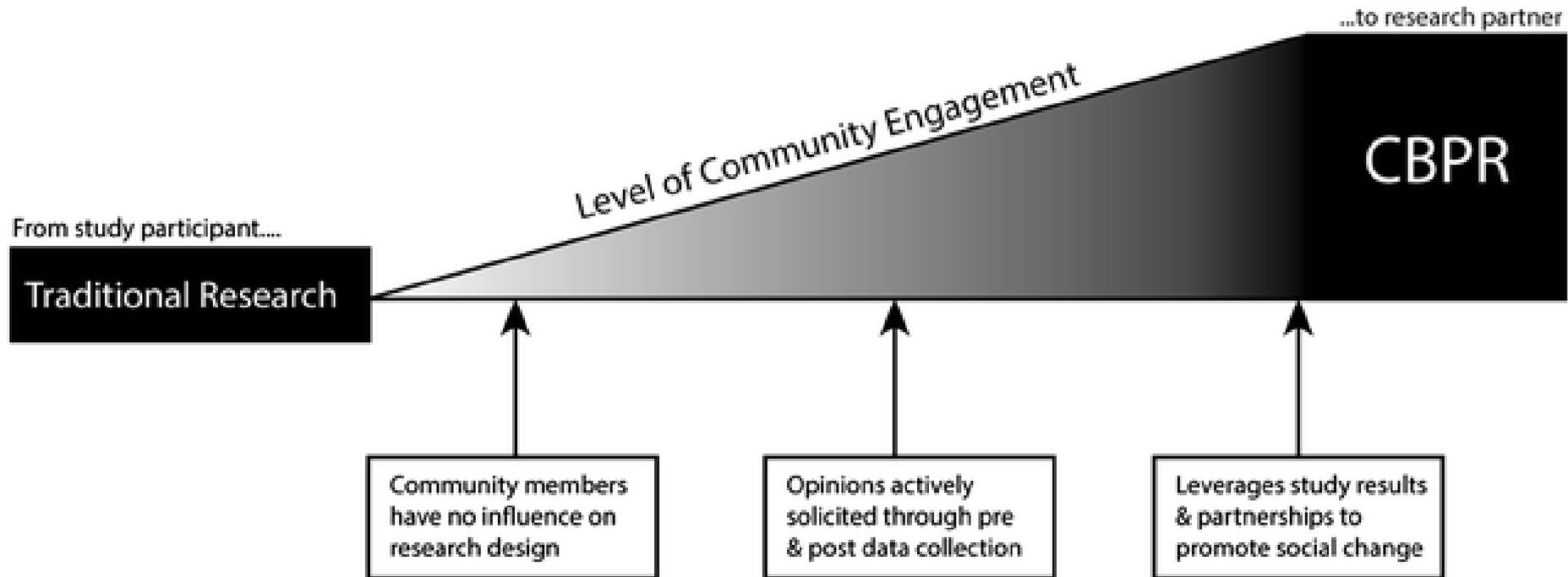
CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.”

W.K. Kellogg Community Scholar's Program (2001)





CBPR & Community Engagement





Traditional Research

- ✓ Community is a passive subject of study
- ✓ Research Design: Done a priori by a researcher in an academic institution
- ✓ Needs assessment, data collection, implementation and evaluation: Academic institution's responsibility
- ✓ Usually sustainability plan is not included

CBPR

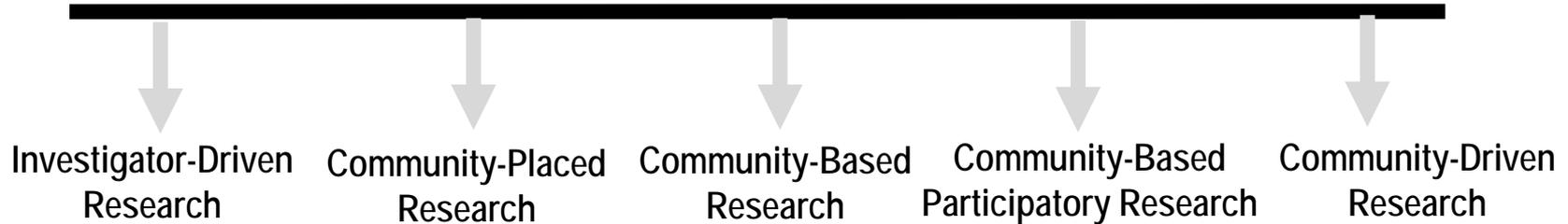
- ✓ Involves the community being studied in the research
- ✓ Research Design: Done with representatives from community & academic institution
- ✓ Needs assessment, data collection, implementation & evaluation: Everyone's responsibility
- ✓ Sustainability is a priority that begins at program's inception



Community-Engaged Research Continuum

Less
Community
Involvement

Complete
Community
Involvement



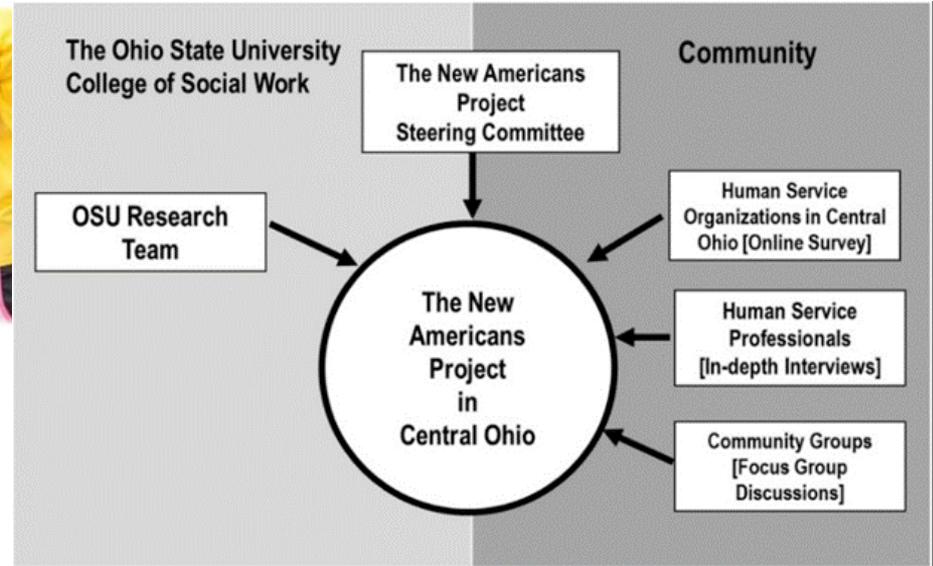
Source: Hacker, K. (2013) *Community Based Participatory Research*. Thousand Oaks, California: Sage Publications



CBPR EXAMPLE: THE NEW AMERICANS PROJECT



Maleku, A., Kagotho, N., Karandikar, S., Mengo, C., Freisthler, B., Baaklini, V & Filbrun, C. (2018). *The New Americans Project: Assessing the Human Service Landscape in Central Ohio*. Columbus, Ohio: The Ohio State University College of Social Work. Available: <https://csw.osu.edu/research-brief-newamericans/>





CBPR Principles



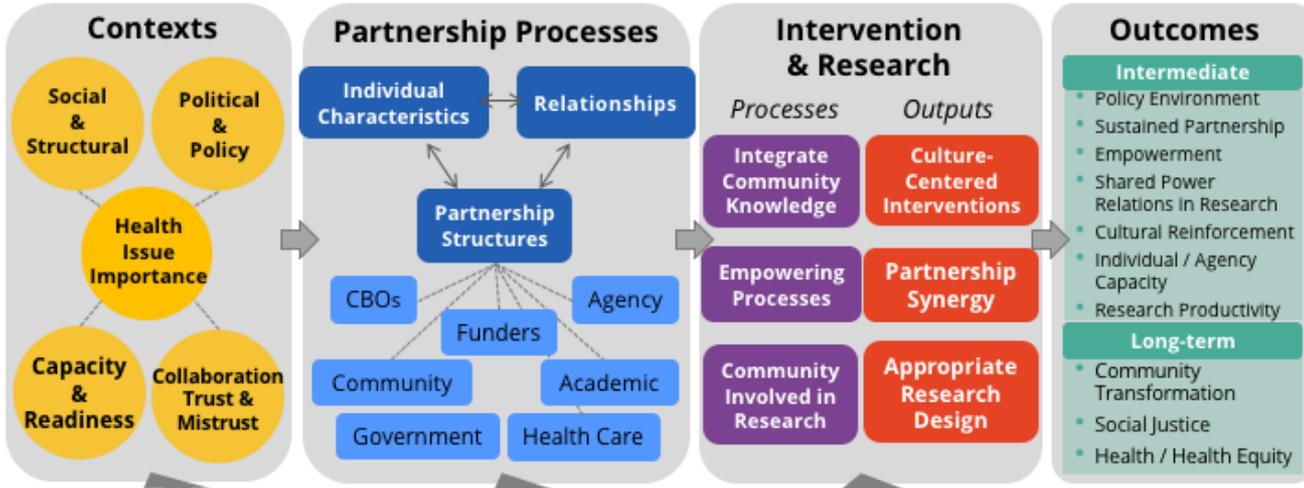
- Acknowledges community as a unit of Identity
- Builds on strengths and resources within the community
- Facilitates a collaborative, equitable partnership in all phases of research, involving an empowering and power-sharing process that attends to social inequalities
- Fosters co-learning & capacity building among all partners
- A balance between knowledge generation and intervention for the mutual benefit of all partners
- Focuses on local relevance of public health issues that attend to multiple determinants of health
- Community involvement in dissemination of results
- Involves long-term process and commitment

(Wallerstein et al., 2018; Hacker, 2013)



CBPR Conceptual Model

Adapted from Wallerstein et al, 2008 & Wallerstein and Duran, 2010, <https://cpr.unm.edu/research-projects/cbpr-project/cbpr-model.html>

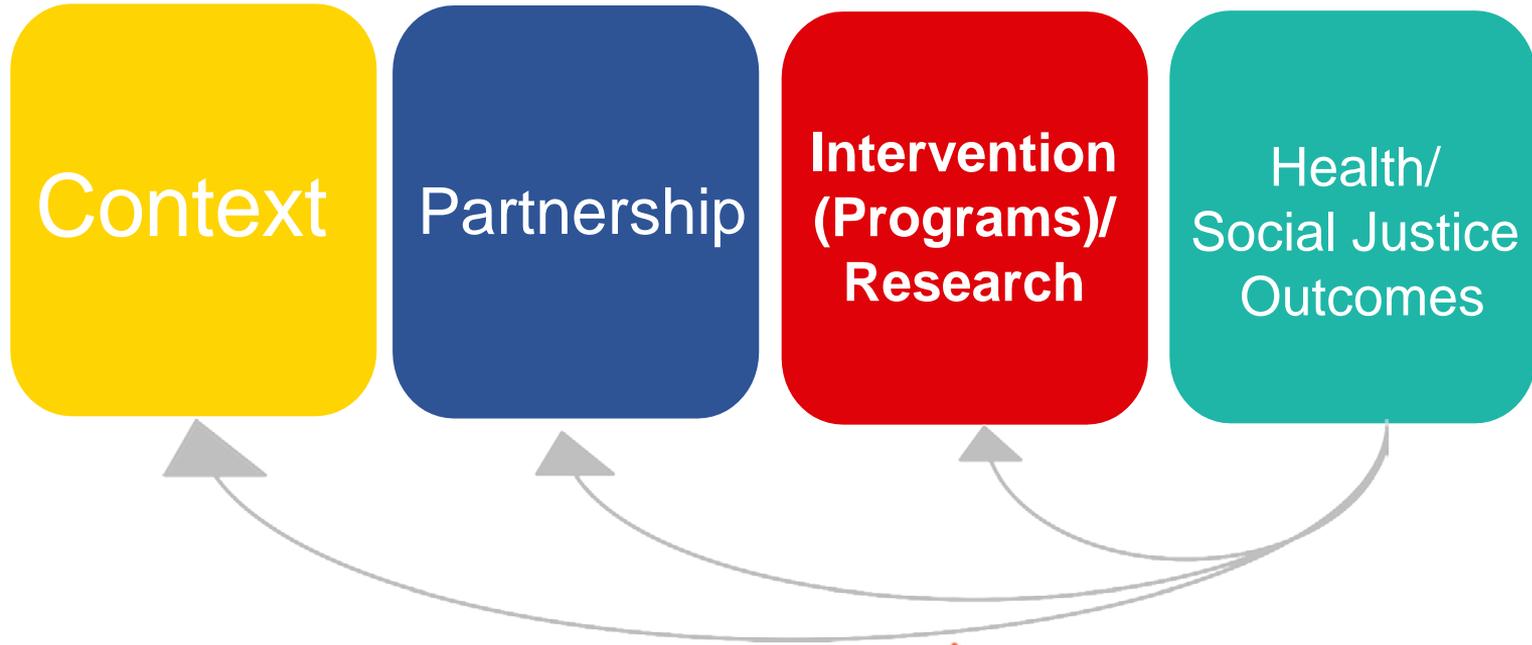


Visual from amoshealth.org 2017

Contexts	Partnership Processes		Intervention & Research	Outcomes
<ul style="list-style-type: none"> • Social-Structural: Social-Economic Status, Place, History, Environment, Community Safety, Institutional Racism, Culture, Role of Education and Research Institutions • Political & Policy: National / Local Governance/ Stewardship Approvals of Research; Policy & Funding Trends • Health Issue: Perceived Severity by Partners • Collaboration: Historic Trust/Mistrust between Partners • Capacity: Community History of Organizing / Academic Capacity/ Partnership Capacity 	<p>Partnership Structures:</p> <ul style="list-style-type: none"> • Diversity: Who is involved • Complexity • Formal Agreements • Control of Resources • % Dollars to Community • CBPR Principles • Partnership Values • Bridging Social Capital • Time in Partnership <p>Individual Characteristics:</p> <ul style="list-style-type: none"> • Motivation to Participate • Cultural Identities/Humility • Personal Beliefs/Values • Spirituality • Reputation of P.I. 	<p>Relationships:</p> <ul style="list-style-type: none"> • Safety / Respect / Trust • Influence / Voice • Flexibility • Dialogue and Listening / Mutual Learning • Conflict Management • Leadership • Self & Collective Reflection/ Reflexivity • Resource Management • Participatory Decision-Making • Task Roles Recognized <p>Commitment to Collective Empowerment</p>	<ul style="list-style-type: none"> • Processes that honor community and cultural knowledge & voice, fit local settings, and use both academic & community language lead to Culture-Centered Interventions • Empowering Co-Learning Processes lead to Partnership Synergy • Community Members Involved in Research Activities leads to Research/Evaluation Design that Reflects Community Priorities • Bidirectional Translation, Implementation, Dissemination 	<p>Intermediate System & Capacity Outcomes</p> <ul style="list-style-type: none"> • Policy Environment: University & Community Changes • Sustainable Partnerships and Projects • Empowerment – Multi-Level • Shared Power Relations in Research/ Knowledge Democracy • Cultural Reinforcement / Revitalization • Growth in Individual Partner & Agency Capacities • Research Productivity: Research Outcomes, Papers, Grant Applications & Awards <p>Long-Term Outcomes: Social Justice</p> <ul style="list-style-type: none"> • Community / Social Transformation: Policies & Conditions • Improved Health / Health Equity



CBPR Conceptual Model



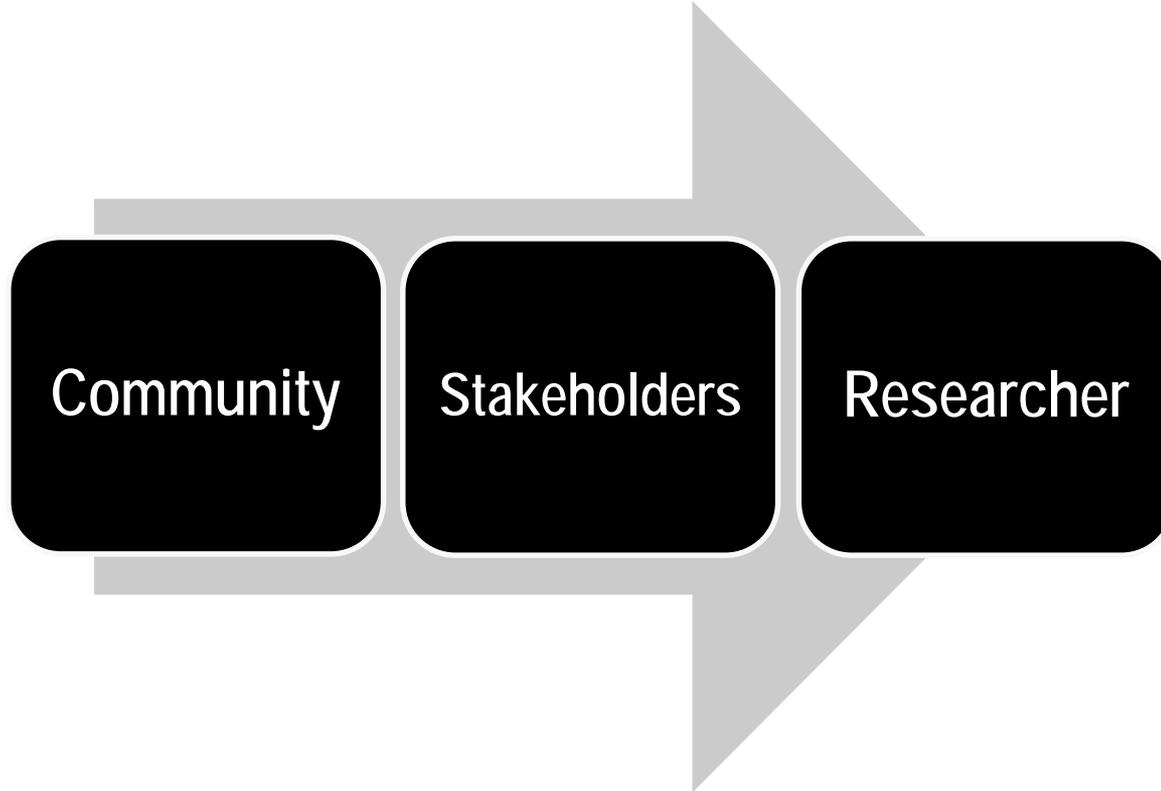
E2
Engage for Equity

A National Study of Community
and Academic Partnerships





Readiness for CBPR





Readiness for CBPR: Questions for community partners to ask researcher prior to engaging in CBPR

1. What kind of partnership does the researcher have in mind? Is it really to be participatory?
2. How will decisions get made?
3. What are the research aims?
4. Who is the target population of interest?
5. How will the research be funded?
6. What will be our organization's or my role in the project?
7. Will the time be compensated?
8. Who will own the data? What will happen to the data in the future after the project is completed?
9. What benefits will the project leave behind in the community?
10. What is the dissemination plan for this research?



Readiness for CBPR: Questions for community partners to ask themselves prior to engaging in CBPR

1. Does this study address an important problem relevant to my community and my constituents?
2. How does the research aim fit with the mission of my organization?
3. Do we have the capacity to participate? Space? Staff? Time?
4. What are our conflicting priorities?
5. What will be the impact of doing research on my organization's ability to get its core work accomplished?
6. Will the results lead to action that will help my community? *Source: Hacker (2013)*



Readiness for CBPR: Questions for researchers to ask themselves prior to engaging in CBPR

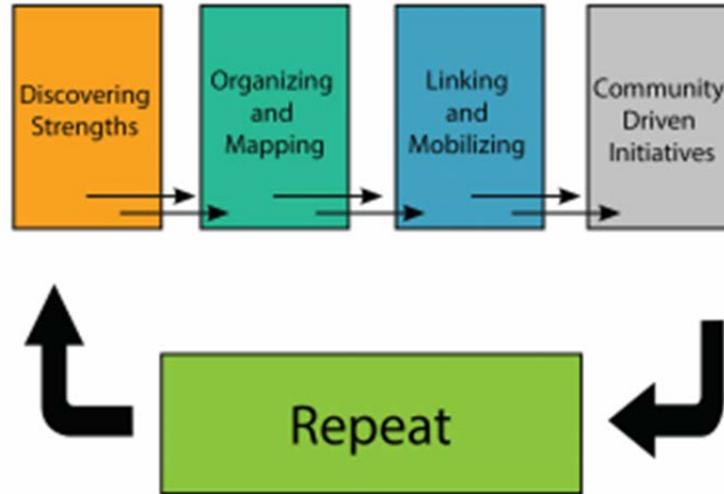
1. Do I have connections in the community?
2. Do I know enough about the community, its makeup, assets and challenges?
3. Do I have the time to invest in and develop relationships?
4. Do I have the support of a mentor who has experience in CBPR?
5. Do I possess cultural humility?
6. What is the purpose of my research and how will it benefit the community?
7. What community benefits will my research project and partnership leave behind?

Source: Hacker (2013)



Needs, Assets and Agency

Asset-Based Community Development



Source: The Coady International Institute



'The future of every community lies in capturing the passion, imagination, and resources of its people'

-Ernesto Sirolli



Building on Community Assets

Asset-based Community Development emerged as a result of:

- A growing critique of “problem solving” or “needs-based” approaches
- A recognition of the strengths and assets in even the most disadvantaged communities



Half-full? Half-empty?

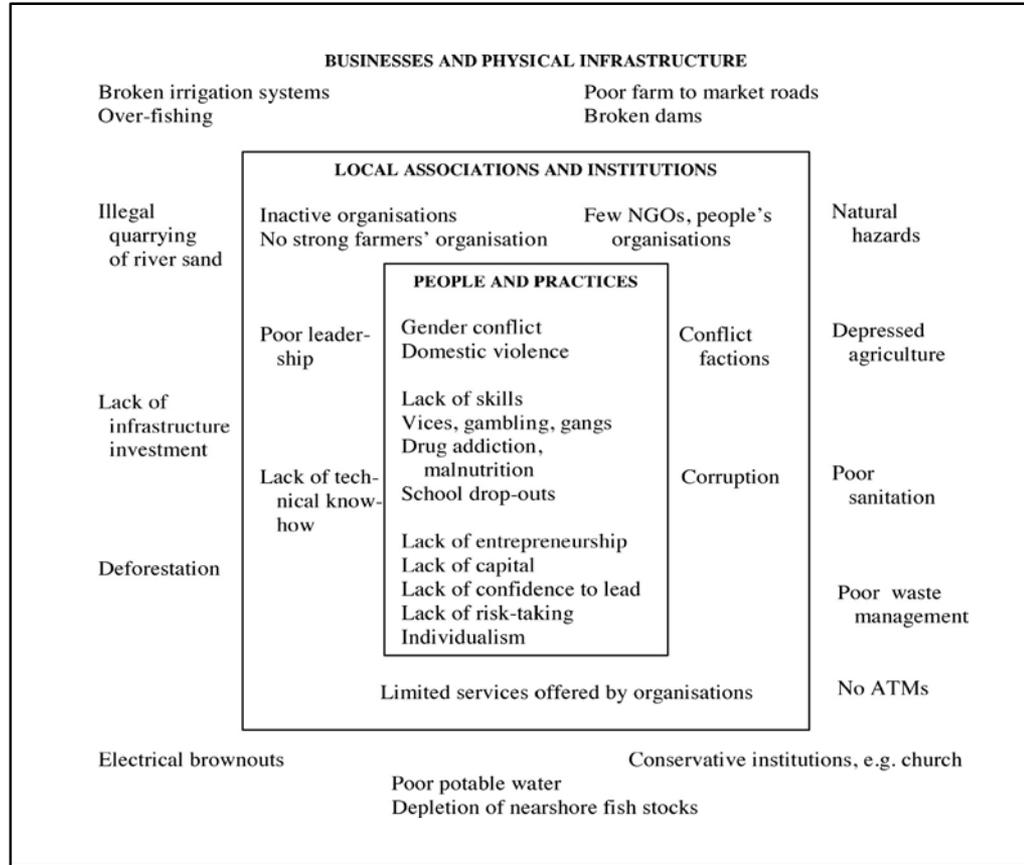


Consequences of predominant focus on needs

- Leadership emphasizing community “needs” in order to secure resources
- Community members internalizing what their leaders are saying (a deficit mentality)
- Funding by categories of needs:
 - Money going to the institutions filling the needs
 - A dependence on external rather than internal relationships

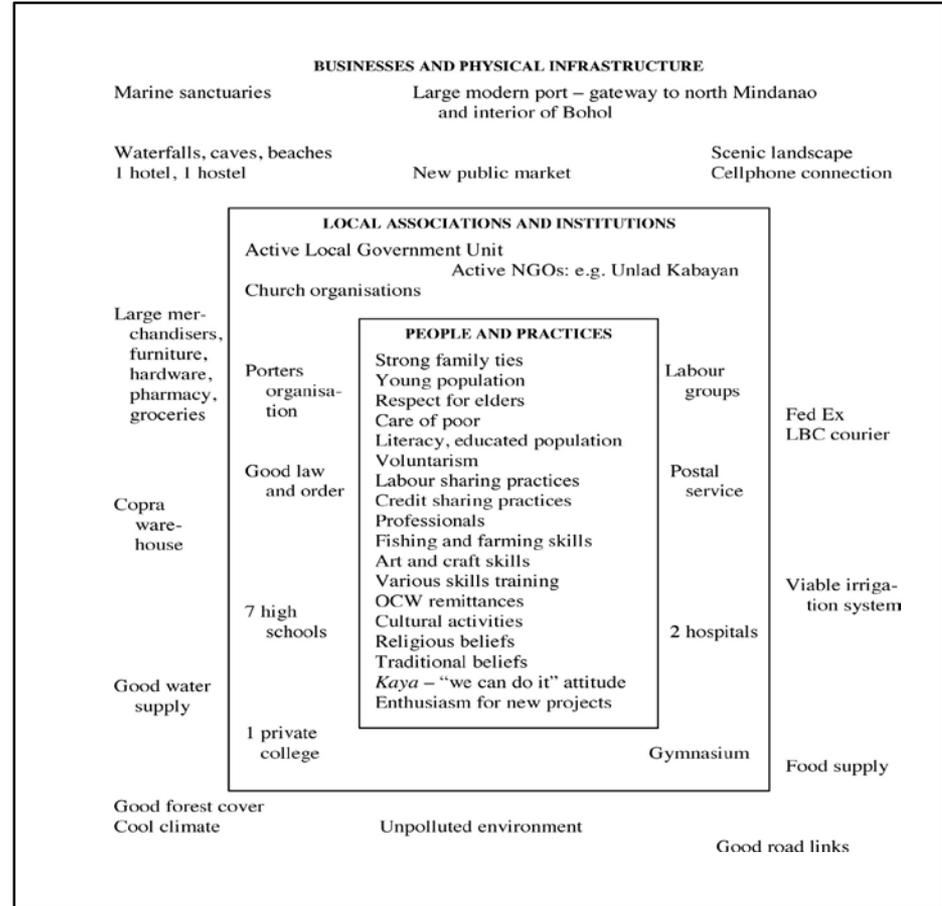


One View of a Rural Community





Another View of the Rural Community





ASSET BASED APPROACH

An asset approach starts by asking questions and reflecting on what is already present:

- ✓ What makes us strong?
- ✓ What makes us healthy?
- ✓ What factors make us more able to cope in terms of stress?
- ✓ What makes this community a good place to be? What does the community do to improve health and well-being?



In social work practice, this means doing the following:

- ✓ Find out what is already working and generate more of it
- ✓ Promote the project based on what it is trying to achieve, not what the problems are
- ✓ Cherish the assets: as soon as people are talking to each other, they are working on the solutions
- ✓ Actively build capacity and confidence among communities and staff
- ✓ Involve the “whole system” from the beginning- those left out and left behind
- ✓ Include what is needed to achieve the desired future
- ✓ Analyze structures, processes and systems that are stopping this future being achieved
- ✓ Ensure the long-term sustainability of the solutions and the project.
- ✓ Build the support from community and stakeholders throughout the process

Source: Glass Half-full

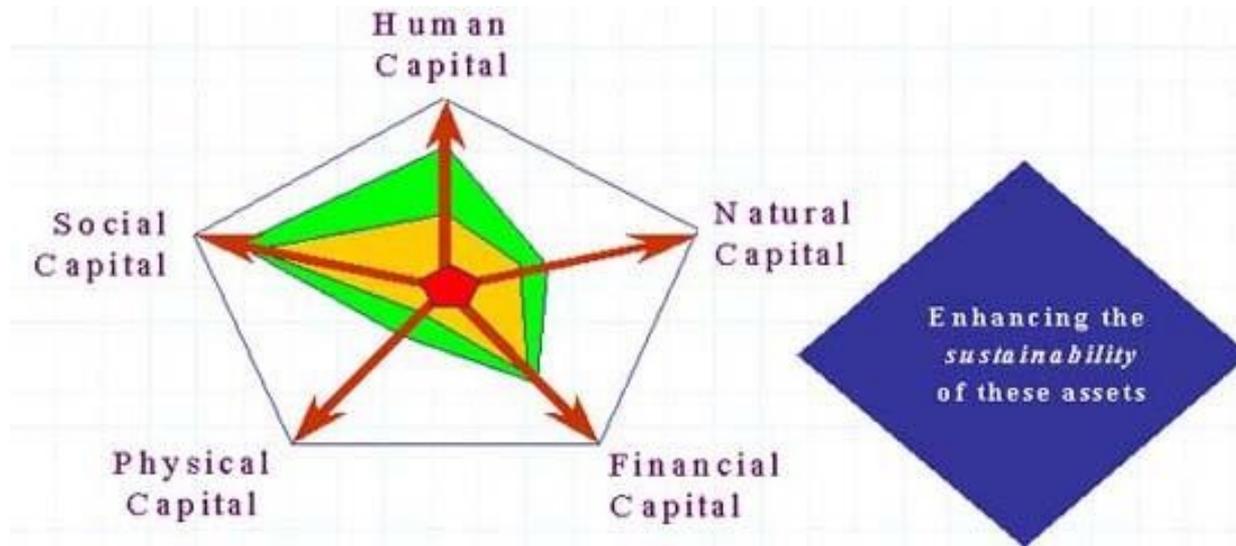


Core Philosophy

- **Assets:** Gifts, talents, dreams, hopes, fears
- **Relationships:** Relationship-driven, constantly build connections
- **Inside-out:** Debunking that outside resources are need, self-sufficient, sustainable



Influences: Asset-building The Sustainable Livelihoods Framework



Source: The Coady International Institute



Asset building Foundations

The work of Sen, Bebbington, Moser, Carter, Sherraden

-are resources for making livelihoods and coping with life's setbacks
-provide us with a sense of identity and meaningful engagement with the world
-have emancipatory value – by providing us with the capacity to act
-are a catalyst for civic involvement and enterprise development





What are community assets?

- Stories
- Knowledge, experiences, innovations, talents and skills of individuals
- Associations and social networks (including the community's diaspora)
- Physical assets and natural resources
- Financial resources (including informal savings and credit schemes, burial societies, remittances etc.
- Cultural assets (including traditions of mutual aid and collective action)
- Rights, claims and entitlements (not yet realized)
- Local institutions (gappers)



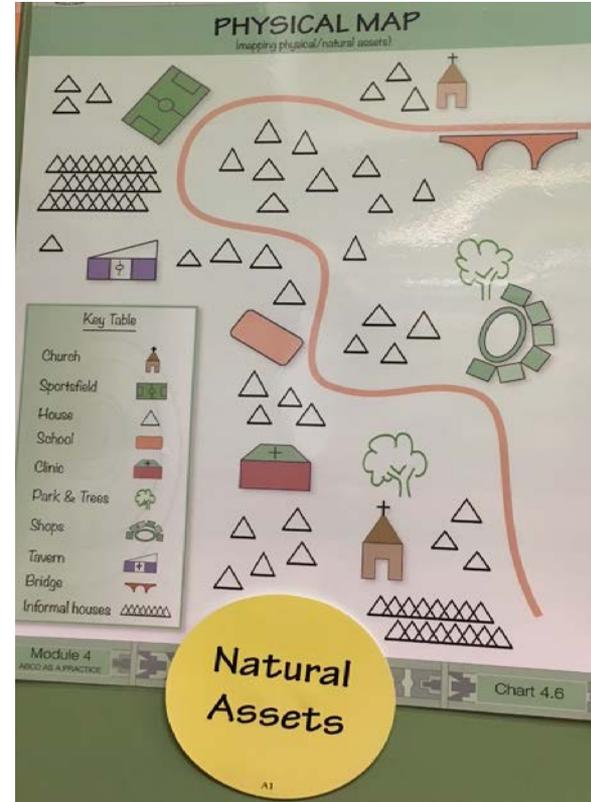


What are community assets?

- The practical skills, capacity and knowledge of local community members
- The passions and interests of local residents that give them energy for change
- The networks and connections – known as ‘social capital’ – in a community, including friendships and neighborliness
- The effectiveness of local community and voluntary associations
- The resources of public, private and third sector organizations that are available to support a community
- The physical and economic resources of a place that enhance well-being.



Natural Assets





Human Assets: Head, Hearts & Hands



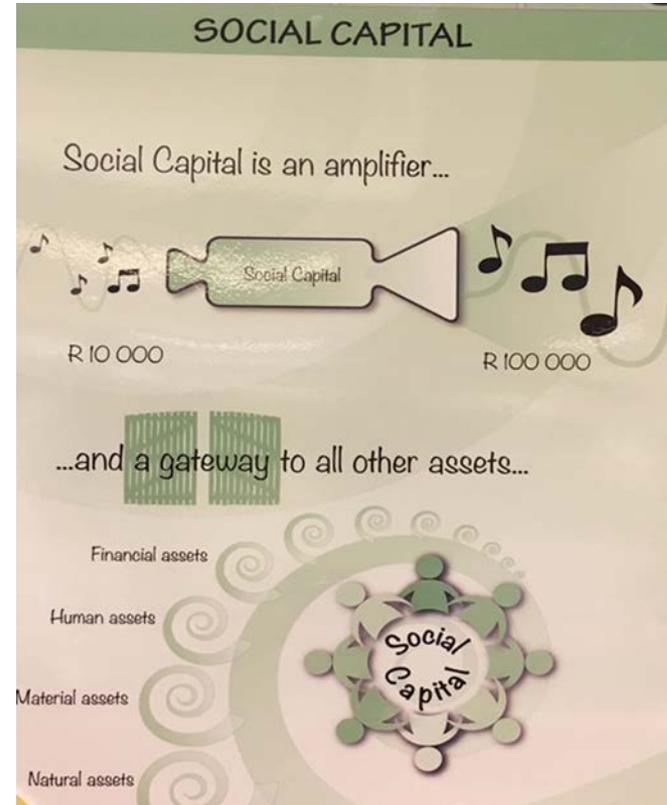


Social Assets



“Social capital is the network of relationships that increase one’s access to privilege”

~Bourdieu, 1986





People as recipients of service

People as advisors for institutional action

Co-producers of their own and their community well-being

Clients

Advisors

Producers

We know what you need

- Clients
- Dependency
- Agencies and funders in control
- Service not care

What do you need?

- Clients
- Dependency
- Agencies and funders in control
- Service not care

What can you contribute?

- Community engagement
- Care not just service



Role of Agencies & Program

- The Role of Agencies and Programs should not be to just fill up our client's needs
- The most effective role we can play is to work to remove barriers so that people have the opportunity to be a producer of their own and their community's well-being





Service Delivery AND Responsive Investment

Service Delivery

- Focus on needs
- Responds to problems
- Charity or entitlement orientation
- Emphasis on external agencies
- Power comes from credentials
- “Motivation to act” - incentives, terms of employment
- Goal is excellent service
- People are clients, consumers
- Programs are the answer

Responsive Investment

- Focus on assets
- Builds from opportunities
- Investment orientation
- Emphasis on associations
- Power comes from relationships
- “Motivation to Act” – dreams, fears, being asked to contribute
- Goal is community-driven development
- People are citizens, members
- People are the answer



Asset-based Community Development as a Methodology





Asset Mapping: What is it?

- ✓ Asset-based planning
- ✓ Community-building
- ✓ Community capacity-building

“It is a way to assess and mobilize what a community has.”

It's a **PROCESS.**

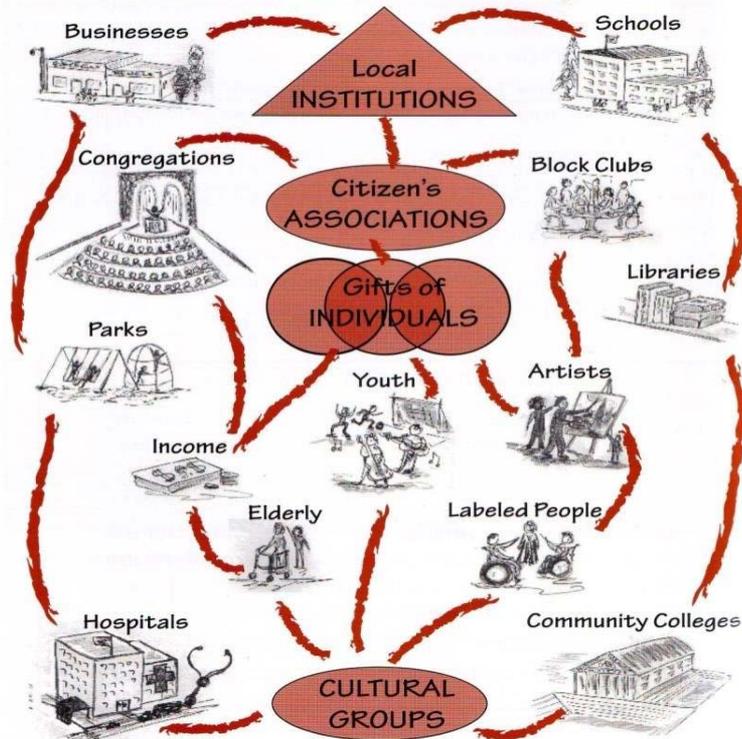


Asset Mapping

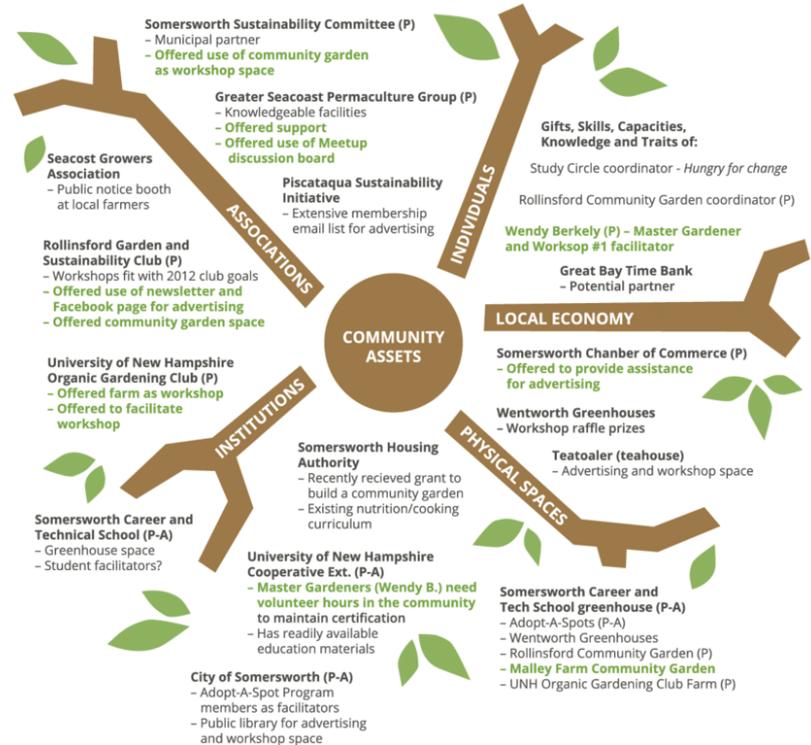
- Asset mapping is a **collaborative exercise** that helps you create a “map” of the **resources available** within your community and organization.
- At its most basic level, the asset mapping process will provide you and your organization with an **inventory of key resources** that can be utilized in program development.
- Assets that are identified can be used to strengthen your community/organization, and leveraged to support your community/organization initiatives.



Community Assets Map



Source: Aragon, A.O & Pakpahan, D. (March, 2015). ACCESS II--Asset-based capacity building for local development: How do asset-based CB approaches uniquely support local empowerment?



Source: Simmons, B. (April, 2008). Community engagement: guidelines for excellence

https://www.researchgate.net/publication/324312401_Community_Engagement_Guidelines_for_Excellence



Features of Asset Mapping

- **Asset-Based**: Uncovers talents/skills found in the community right now
- **Internally Focused**: Relies on the community's assets, not on those found outside of it
- **Relationship Driven**: Seeks to build linkages among local people, institutions, associations and organizations



Importance of Asset Maps

- Create awareness of local resources
- Use resources to identify community connections, meet community needs, & other activities
- Recognize and value the resources within communities

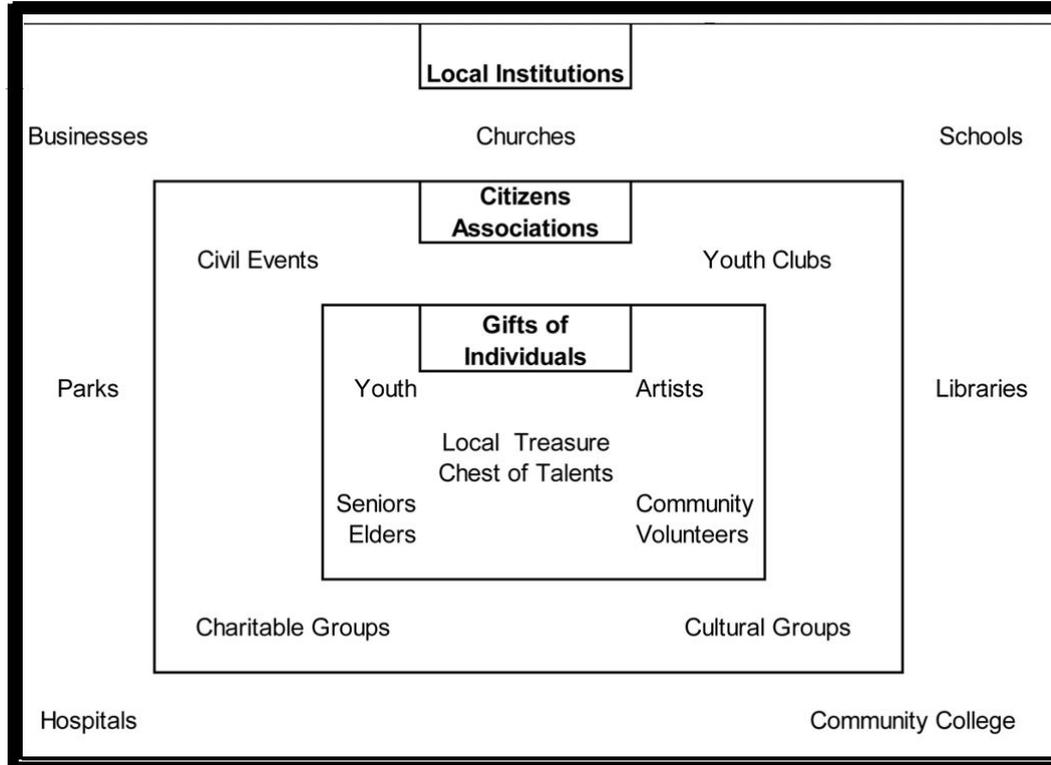


Inventory of Local Informal Organizations

- Examine printed materials
 - ✓ Newspapers/Community directories
- Contact local institutions
 - ✓ Schools/Churches/Parks & Recreation/Libraries
- Contact individuals who seem to know what is going on in their community or neighborhoods [key informants]
- Find out the activities of these informal groups



How Assets Fit Together?





Asset Mapping How To . . .

- ✓ Define your community or “study area”
- ✓ Determine what you want to do with the information
- ✓ Select the assets you want to identify
- ✓ Identify any previous asset mapping activity
- ✓ Develop a plan to collect the information
- ✓ Map the assets of the community
- ✓ Identify community issues & needs
- ✓ Put it all together



STEP 1: Define your community

- Specific population: elderly, persons with disabilities, youth, senior, non English speakers etc.
- Geographic boundaries



STEP 2: DEFINE WHAT THE COMMUNITY WANTS TO DO WITH THE INFORMATION COLLECTED

- Create a community resource guide
- Create a searchable database of community resources to tap for future initiatives
- Develop programs
- Allocate scarce resources for greatest impact



Step 3: Select what assets to identify

What skills do you need to identify?

- Start with pre-existing asset inventory tool
- Add and delete skills
- Keep focused on what you will do with this information
 - Build on existing resources
 - Respond to existing needs

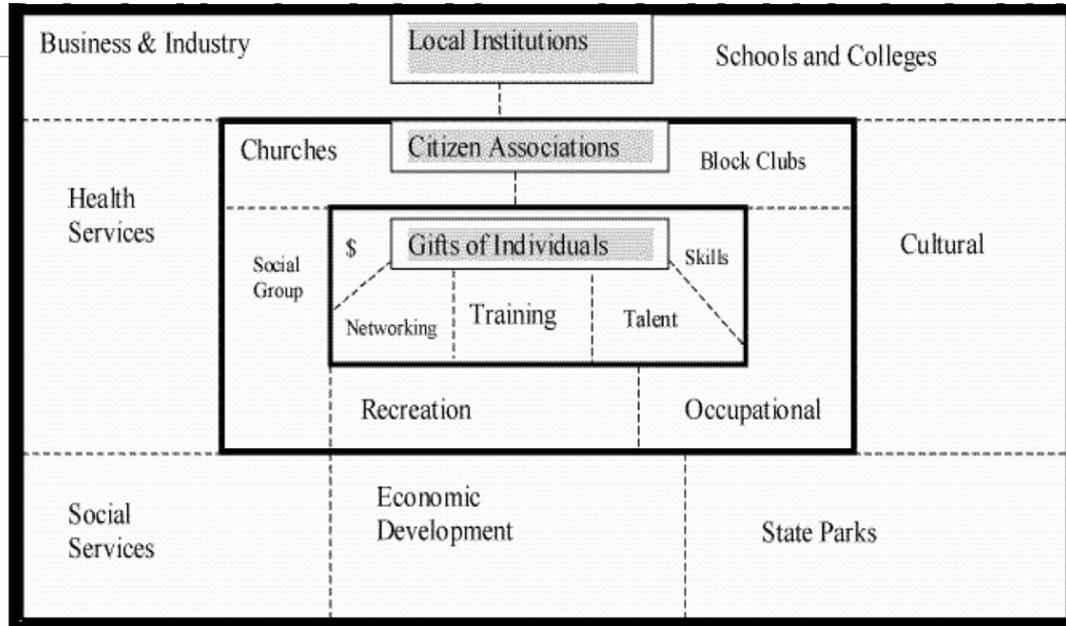


Sample Data Collection Methods

- Interviews
- Focus groups
- Community resident surveys
- Community forum
- Dashboard surveys
- Inventory of skills, resources, or institutions
- Secondary Analysis: Pre-existing data sets (crime, census, housing, county level studies)
- Community-Based Participatory Research Approach



Step 5: Map the assets of your community





Step 6: Also Identify Community Issues & Needs

What is a Needs Assessment?

- A formal tool that involves the identification of gaps
- Placing gaps in some type of priority order
- Making decisions on which of the priority needs warrant the attention and resources of the community.

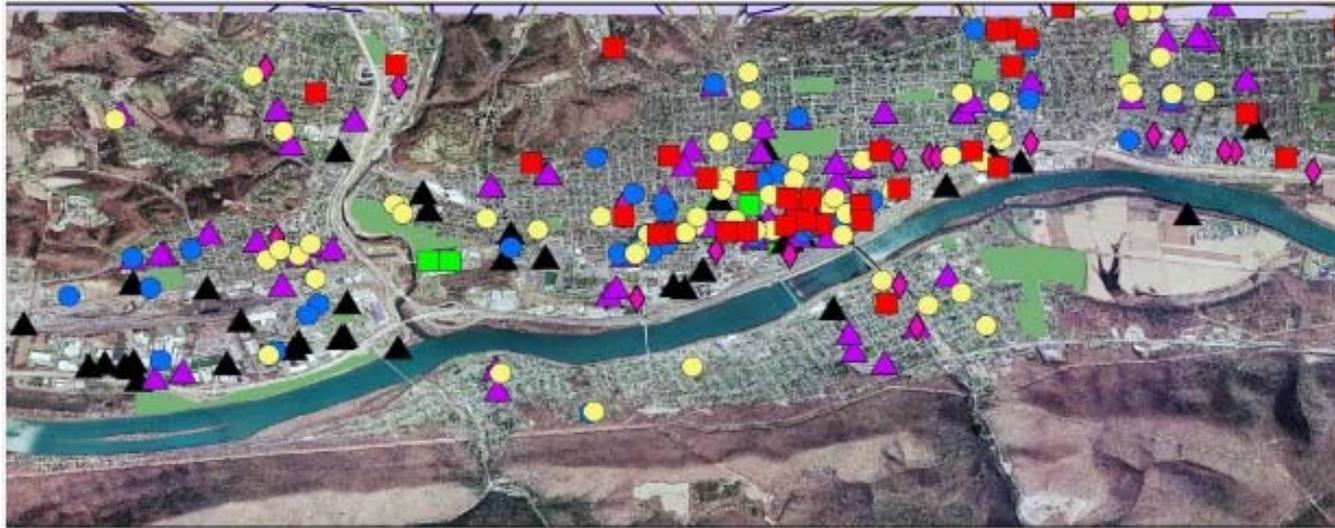


Step 7: Put it all together

- ✓ Build relationships among your local assets
- ✓ Explore how assets can be mobilized to improve the needs you identified (such as expanding job opportunities, improving education, better health care services, funding needs)
- ✓ Engage the community in visioning and planning



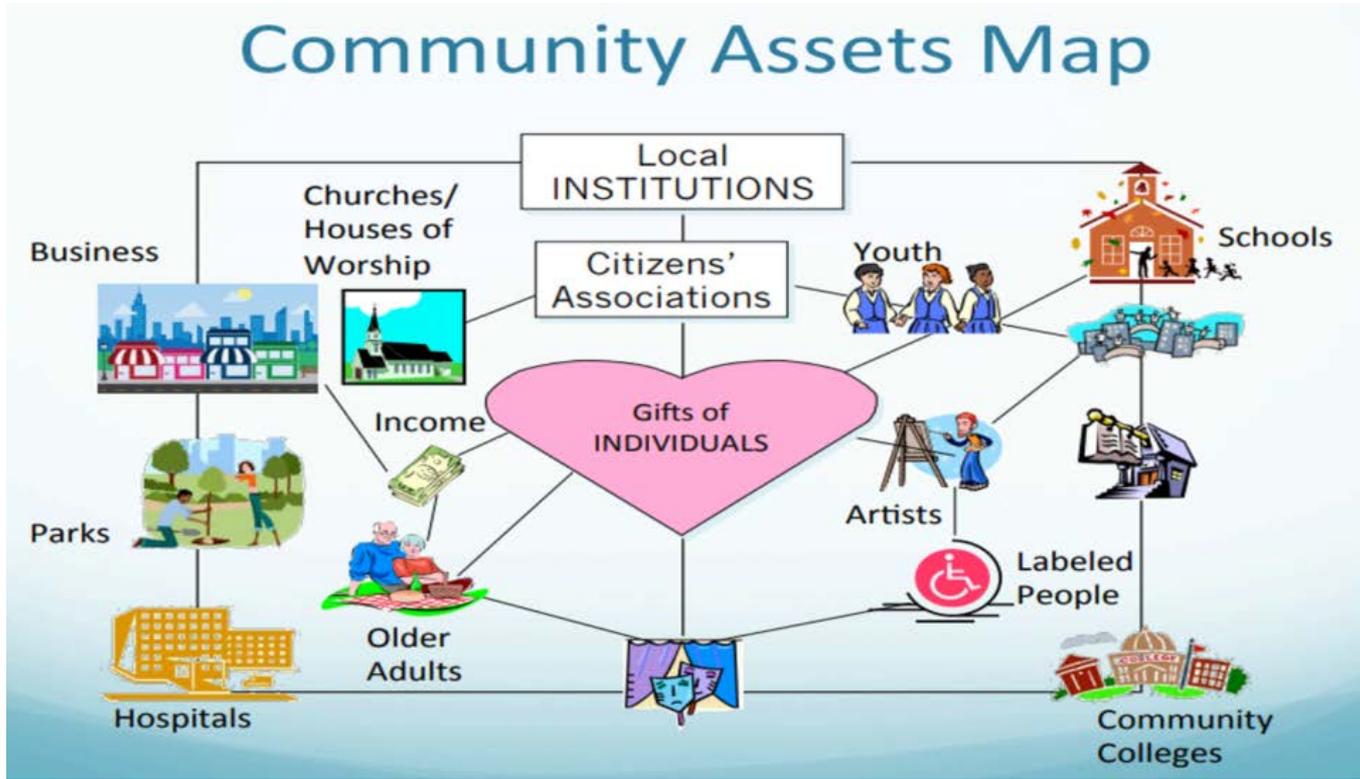
Service Map



- | | | |
|--|--|--|
|  Health Care |  Food |  Government |
|  Churches |  Education | |
|  Community Resources |  EPA Sites | |



Community Assets Map



Source: Building Movement Project

https://tools2engage.org/tool_keywords/asset-mapping/



Public Capital Asset Maps

- Mapping the public capital helps to identify social gatherings that enable people to learn about what is happening in the community and organized spaces for interaction where people can learn about, discuss, and act on community challenges.





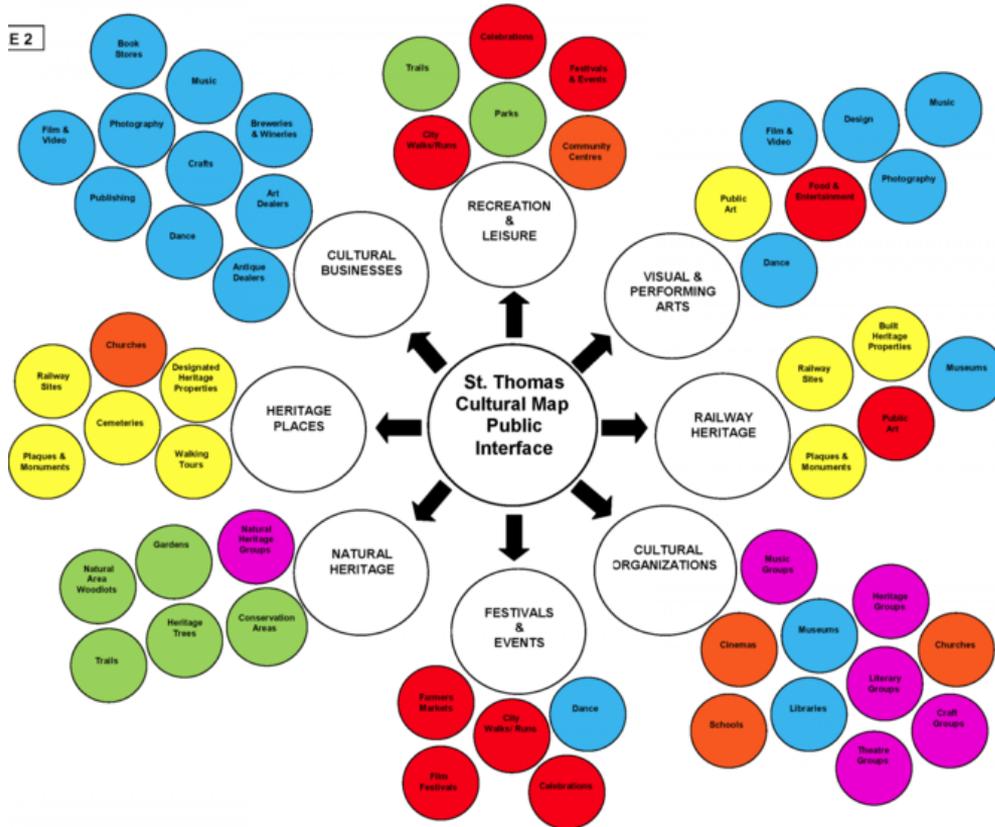
Community Relationship Mapping

- The mapping of inter-organizational linkages is a form of eco-mapping designed to show the relationships that one organization has with other organizations within the community.
- Relationships with other organizations may relate to funding, referrals, access to resources, joint service planning, collaborative projects with contributed staff or funds.
- Eco-mapping may be undertaken to clarify the place of an organization in the community spectrum, to identify gaps in linkages, to indicate the multiple relationships between organizations and indicate the reciprocal nature of service providers.





Cultural Mapping





Associations:

Animal care groups
Anti-crime groups
Block clubs
Business organizations
Charitable groups
Civic event groups
Special needs groups
Education groups
Elderly groups
Environmental groups

Examples of
Community
Assets that might
be included in an
Asset Map

Physical Space:

Gardens
Parks
Playgrounds
Parking lots
Bike paths
Forest/forest preserves
Picnic areas
Campsites
Fishing spots
Duck ponds

Institutions:

Schools
Universities
Community colleges
Hospitals
Libraries
Social service agencies
Nonprofits
Museums
Fire departments
Media

Individuals:

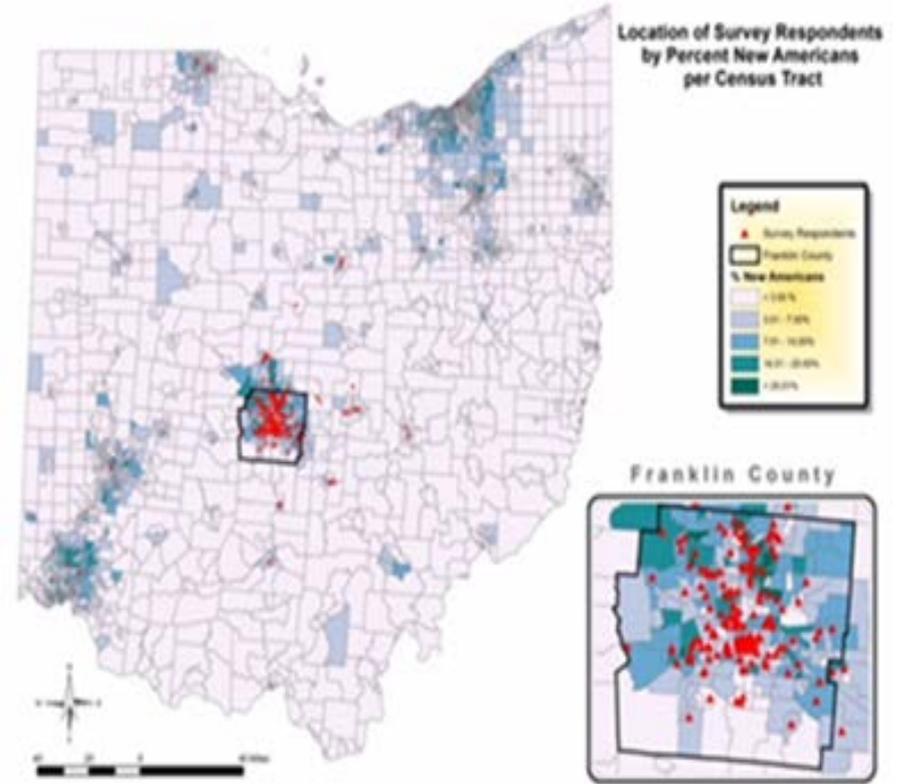
Gifts, skills, capacities,
knowledge and traits of:
Youth
Older adults
Artists
TANF recipients
People with disabilities
Students
Parents
Entrepreneurs

Local Economy:

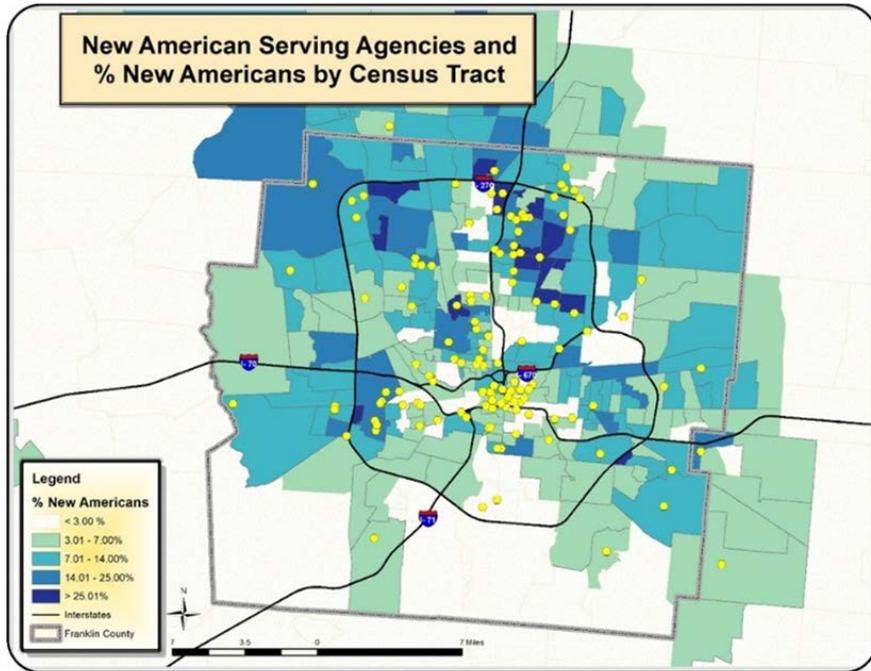
Business
Consumer expenditures
Merchants
Chamber of commerce
Business associations
Banks
Credit unions
Foundations
Institutional purchasing
power



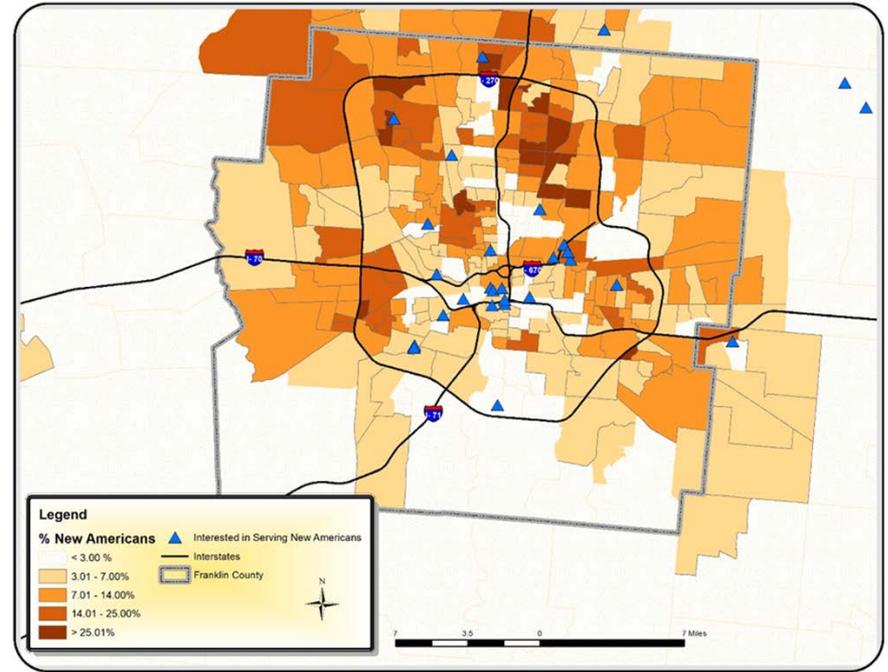
Geographic Information Systems (GIS Mapping)



Source: *The New Americans Project*
<https://csw.osu.edu/research-brief-newamericans/>



Location of Service Providers Currently Serving New American Populations by Percentage of New Americans per Census Tract



Location of Survey Service Providers Interested in Serving New Immigrant Populations by Percent of New Americans per Census Tract



Balance: Making a community a better place to live

Traditional “Needs” Approach

- Meeting of local leaders & citizens come together
- Discussion focused on problems & concerns in the community
- Maybe a survey of residents on issues and problems

***Final Product= laundry list of “the negatives!”*

Asset Mapping Approach

- Identify:
 - Resources, Skills & talents of community
 - Capabilities available (or possible) through local organizations & institutions
 - Needs

Then tackle important issues impacting the community!



Source: <http://www.managingforimpact.org/tool/appreciative-inquiry>



Appreciative Inquiry (AI)

“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. ”

Source:
Stavros, J., Godwin, L., & Cooperrider, D. (2015). *Appreciative Inquiry: Organization Development and the Strengths Revolution. In Practicing Organization Development: A guide to leading change and transformation (4th Edition)*, William Rothwell, Roland Sullivan, and Jacqueline Stavros (Eds). Wiley



Appreciative Inquiry (AI)

- **AI** recognizes that asking questions influences how people think about the positive realities.
- Moving toward change is difficult, so if we ask people to focus on the best part of past experiences, they can more easily explore the benefits of the future.
- All differences in ideas are valued and we use crafted language to create a goal-oriented vision.
- This thinking is really different from a problem solving or diagnostic centered approach.



Typically done with...

- Large numbers of people in the organization.
- We will focus on a particular format, but other formats are possible.
- May be done with individual interviews or focus groups.
- As much a philosophy as a specific methodology.
- Attempt to get multiple points of view.
- Attempt to flatten the hierarchy.



Assumptions of Appreciative Inquiry

1. In every society, organization or group, something works.
2. What we focus on becomes our reality. If we focus on what works, that becomes our reality. If we focus on problems...
3. Reality is created in the moment, and there are multiple realities.
4. The act of asking questions of an organization or group influences the group in some way.



More Assumptions of Appreciative Inquiry

1. People have more confidence and comfort to journey to the future (the unknown) when they carry parts of the past (the known) with them.
2. If we carry parts of the past forward, they should be what is best about the past.
3. It is important to value differences.
4. The language we use creates our reality.



A More Obviously Systems Oriented Set of Assumptions.

- ✓ All organizations or communities are **centers of human connection** that can serve to magnify the best possibilities of the human condition.
- ✓ Communities and organizations are **living organisms filled with energy and potential**.
- ✓ All questions are interventions, and the focus of those questions, whether problem based or appreciative based, has serious implications for the **tone and outcome of a planned change process**.
- ✓ The **entire system** needs to be **involved** in the change process.
- ✓ **Actual change** is most likely when participants **feel trust and membership** and perceive that they are **psychologically safe**.
- ✓ Change can propagate.



Principles: Appreciative Inquiry (AI)



Principle	Summary	Details
Constructionist Principle	Words create worlds	Reality, as we know it, is a subjective vs. objective state and is socially created through language and conversations.
Simultaneity Principle	Inquiry creates change	The moment we ask a question, we begin to create a change. "The questions we ask are fateful."
Poetic Principle	We can choose what we study	Teams and organizations, like open books, are endless sources of study and learning. What we choose to study makes a difference. It describes – even creates – the world as we know it.
Anticipatory Principle	Images inspire action	Human systems move in the direction of their images of the future. The more positive and hopeful the image of the future, the more positive the present-day action.
Positive Principle	Positive questions lead to positive change	Momentum for [small or] large-scale change requires large amounts of positive affect and social bonding. This momentum is best generated through positive questions that amplify the positive core

Source: *AI Commons*

– From Cooperrider, D.L., & Whitney, D. *A Positive Revolution in Change: Appreciative Inquiry*. Taos, NM: Corporation for Positive Change, 1999.



1. **Define**—what will you inquire about?
2. **Discovery**—what is best in the current system? Appreciating what is, what gives life to the organization.
3. **Dream**—what is an alternative positive future, building on what is?
4. **Design**—builds a new “social architecture,” based on the discovery and dream phases.
5. **Destiny**—maintaining the change and turning AI into an organizational habit.

Overall point—it’s easier to build on strengths when possible.

The 5-D Cycle

APPRECIATIVE INQUIRY

The 5-D Cycle of Appreciative Inquiry

