Training
Appreciative Inquiry

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What you find in this handbook

Deel 1: Appreciative Inquiry

Appreciative Inquiry!

If your organization is at its best? At what point is she excellent in what she does? Unlike the traditional deficit-thinking, Appreciative Inquiry is looking at what makes an organization successful. The question is: "Where do you want more of?" Rather than "What problem must we solve?". This produces stories of passion, effectiveness, quality.

By building on what works, you get solutions that have already proven themselves and those worn by the entire organization.

We see appreciative inquiry as an approach that works because it starts from the positive (work) experience. The energy drilling in humans in the organization by asking the right question, a pleasant surprise. A good question change the thinking in terms of problems to think in terms of possibilities. Everyone in the organization is effectively involved in deciding how things should change and how that should happen. Everyone's input is important to take into the future.

This approach provides a broad basis with the result that a faster implementation of the desired change occurs with long-term outcome. We look for new opportunities with new prospects leaving room for significant and profound change.

What is "appreciative inquiry"?

Organizations, groups and individuals have regular need of **development and** change. Departure points are often questions about problems that they determine. Why people are not motivated? Why so much stress? Why do we not understand each other well? Why doesn't it work? Why am I not happy? These questions quite naturally focus attention on the problems. This causes resistance in humans, rather than enthusiasm.

Just to meet them, the **appreciative and inquisitive approach is** developed. Central to this method, asking good questions. A good question change the thinking in terms of problems to think in terms of possibilities. Instead of stress to investigate, it asks for inspiration. Questions about why someone is unhappy, reverse to what makes someone happy. Admit it, the alternative question pierces enthusiasm.

The appreciative approach or "Appreciative Inquiry" (AI) **leaves from positive** experiences, things that do work, which people excited, vitality. The deficits, which there always will be, will not be obfuscated. They not only get a place on the first row. The focus is in the first place, given to the forces. This serves as a motor for a vision to design what could be in the future.

The underlying principles

Behind the appreciative approach, there are some scientific assumptions about human behavior and how interventions that counselors can support.

SPEAKING IS DOING

Words are not simply tools for talking about something. By talking together, together we create reality. What we say has an effect on others and our relationship with others.

KNOWING IS CHANGING

Language does change. If we ask, we put the reality into a question. And what is asked, has already changed. There are no neutral questions, since a conversation is moving in the direction of the question.

BY LOOKING AHEAD, WE CREATE THE NEW

A human system change, it is best to start with the image to change the future. People come in motion by expectations about the future.

POSITIVE IMAGES STRONGLY MOTIVATE

People are attracted by positive language and positive performances. Thus the power of positive questions, which relate to capabilities and capacities. Positive conversations lead to positive actions, which is the core of sustainable change.

CHOOSE CREATIVELY

The appreciative inquiry emphasizes that people have an open future, with many features. If you can choose where you focus your attention, you become creative. Questions about what makes you happy, has a totally different effect than to ask why you're unhappy.

STORIES CREATE COHERENT RELATIONSHIPS

When people talk about real people and real events, says that their feelings. By participating in the life stories of our partner, we are committed towards him, we can learn and discover new things.

PEOPLE IN RELATION TO EACH OTHER

People get together, as they engage in relation to something they share. The quality of the relationship determines the outcome for the partners. An appreciative questioning increases the chance to quality relationships.

When to use this?

CHANGE AMONG INDIVIDUALS, GROUPS AND ORGANIZATIONS

The appreciative approach can be applied in almost all groups of people and change people, but not obviously frivolous. Once the process starts, even if the change is put in motion. The appreciative approach works in **individual conversations** among colleagues, manager and employee. Also appreciative processes **in groups** such as volunteer groups, teams, course groups and entire organizations at once, are successful. Group members help each other often casual story to come together and offer a lot of inspiration.

AMBITION WAKE

"Many people go fishing all their lives without knowing that they are not really looking for fish," said Norman Peale. The appreciative approach is an excellent way to find out what someone really wants in his life, so that a future plan to join his personal ambition. Anyone who becomes **aware** of his ambition, can **orient** themselves to the future. This again people develop the **motivation** to **create** their own futures. Choosing can develop only when you realize you have choices. Who his on **"track"?** and discovered that he really feels for his future ideal can income, he re-discovered freedom of choice and experience precisely because extra energy. That energy can the person commit to his future into reality.

Chapter 3
Methodologie

"Appreciative inquiry is the study and exploration of what gives life to human systems when they function at their best," writes Diana Whitney. This change strategy is based on the assumption that the question you ask, and the conversation that follows from that, in itself bring about change. A dialogue on power, successes, values, hopes and dreams to people and organizations increase their power to find and strengthen. Simply compare the following two questions:

> . What problems do you have?
>
> . What works here?

What effect they have on you? The first is the classic question, and comes from the deficit thinking: what goes wrong and how can we solve that. The second looks for success stories, opportunities, possibilities. She was appreciative, and that is one of the basic principles of Appreciative Inquiry.

Appreciative + research

Appreciate something means that you recognize the value that you appreciate. You look at what works, what goes well. And then seeks more ways to make it happen. People like to work from their strengths, and from what she can do best.

But the most important of the two words is in my **"research"** that implies curiosity, inquisitiveness, open to unexpected answers, want to learn. It requires that you open to change.

It obviously does not investigate what they already know. Initiate an investigation, therefore means that you do not have all the answers, you do not know what the right decision, and are not sure of the solution. And that you take the time, with the right people, in order to find the answers.

But of course, the important research question. An effective appreciative inquiry affirmative need to have a(positive) demand have, focusing on a topic that is **important** for the participants and the organization.

DEFICIT VS. SOLUTION

Problem approach
An emergency: identify the problem ↓ Analysis of the cause ↓ Analysis of possible slutions ↓ Action planning (treatment)
Paradigm: an organization is a problem that need to be solved

Appreciative approache
Appreciation for "the best of what is" ↓ Imagine "what might be" ↓ Dialogue "on what might be" ↓ Innovating "what will be"
Paradigm: an organisation is a mystery to explore

The 4-D cycle

How does it practically work? An appreciative inquiry draws its power from the 4D cycle. This is based on the idea that organizations grow in the direction of what they study. An appreciative inquiry, we focus the attention of an organization's positive core, its potential.

An appreciative inquiry begins with determining the theme, and then proceeds in four phases: Discovery, Dream, Design and Discovery.

We will briefly discuss them, and then diving there in more detail.
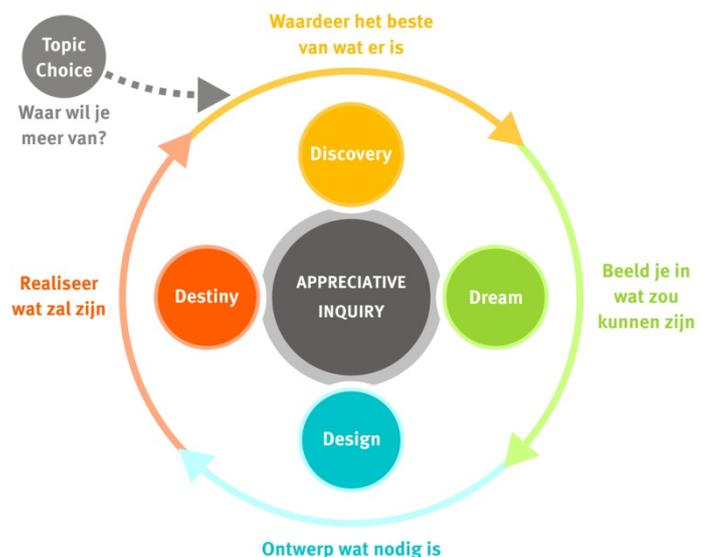
Choice of affirmative theme

Where do you want more of?

The first task in an appreciative inquiry is to determine what you want to study. This is where the change order will run. It is a theme that is of strategic importance for the organization. It can be an opportunity that you are maximizing, or a problem that is translated into an affirmative, inviting formulation, such as:

- Optimal quality of life
- Inspirational leadership

Discovery

Rate the best of what has

During discovery, we look to "the best there is and what has been." This is typically done through one-on-one interviews around three or four questions. The interviews were focused, positive conversations between participants.

The result of the discovery phase:

- A rich description of the positive core
- Stories about best practices and exemplary behavior are told
- Greater knowledge about the focus and build collective wisdom
- Unplanned and spontaneous changes are already starting, long before the next steps of the 4D cycle executed

Dream

Imagine what could be

An energetic exploration of "what might be". At this stage people are expected to explore together their hopes and dreams for their life, work, their working relationships and the organization of care. It is the time to bold, big dreams to formulate well beyond the current boundaries. The positive core is reinforced. The status quo is questioned by people to encourage a valuable, vibrant and strong future for to draw, and better bottom-line results.

The result of the dream phase:

- Alignment of the positive potential and strategic opportunities
- Innovative vision
- A greater commitment to the mission and core of the organization (sense of purpose)

Design

Determine what is necessary

Based on the positive findings from the interviews and dreams, determine the participants a number of key interventions, design elements, with high impact: what is needed to realize the dreams?

They jointly determine the priorities, and then write the most essential elements for a "provocative proposition". In that proposal, they describe in positive terms, and in the present tense (as if already achieved) the organizational qualities they most want to deliver. They paint a detailed picture of how the course will consider the positive core of the organization is alive and well in all strategies, processes, decisions and collaborations.

Destiny

Design what will be

In the last phase, working groups started. Action plans and goals are made concrete. All participants are invited to participate in working groups, even after the summit (of course happens because most of the work). The organization shows which commitments they take, in order to give a maximum of support to let succeed the groups .

The result of the delivery phase is a wide range of changes in the system.

Chapter 4
Discover

This quest starts from telling stories about **strong** visual **moments** from the past, which one felt in his power to assist. The basic question is crucial. That question needs people to lead these past experiences. The questioner helps the narrator in the clearest possible to recover from his experience of the past. He asks with an open mind and a sincere interest by himself so he gets a vivid picture of the actual situation. Then we find out what then was that the narrator gave energy, why exactly was a powerful moment. And so we gradually get on the track of what touches people, inspires happiness and gives energy.

The stories here are so central. By telling stories, we share knowledge with each other which is different from knowledge as facts and figures. Stories speak of emotion, calling on solidarity. Stories are retained longer.

> Discover is maken the hidden visible again. It is searching for the spark inside and stir the spark

4.1. The interview Discovery question

Focus: "Improve the quality of life of aging people with ID"
(Version user)

Discover:

-› Tell me about those moments in your life when you experienced high quality care getting older.
Why did you experience these moments as high quality?
Who was engaged in these moments?
What was your own contribution to this feeling of high quality?
What was the contribution of others (family, professionals, friends) to this feeling of high quality?
Which other services were engaged?

What are the most important key factors?

4.2. What is a keyfactor?

To summarize te discovery phases invites participants to reflect on the "best of the past" with respect to the focus and then rigorously examine these stories of the past for **underlying factors, forces and conditions** that helped make them happen. This are the keyfactors. Together these keyfactors comprise the "positive core" for further cooperative capacity building

4.3. Preparing a good appreciative interview workshop

Here are some tips in a row for a good appreciative interview:

1. **Prepare yourself for the** workshop: know the questions and have a sense of logic.
    Be familiar enough with the questions, so you do not need to read word for word. Use any other terms, depending on who is for you.
2. **Prepare the participants (interviewees) for:** Tell how it will be.
    How it will work, what will happen with the information
3. **Choose the right environment:** It is important to have a neutral environment.
    Any way of work, environment, noise and stress free. Find a pleasant location.
4. **Take the time to make contact** Care for an informal chat, who are the players ?
    Tell also something about yourself, who are you? Or tell us about the interview process. This is your chance to sit down and be a really interested to get know the person. This is not just an interview.
5. **Keep a copy of the interview guide at hand:** for some people it works better if they could read the questions themselves or that they can review with you.

4.4 Tips for a good appreciative interview

1. **Give people time and space to think:** Sum people are directly in form, others need more time. If your partner is having difficulty with a particular question, keep them as possibly last. If the interview gets into his stride until the end, see if there is still time to go back to previous questions.

2. **Show your partner that you can really listen and care:** keep your body relaxed and open, comfortable, close and friendly looking. Make sure that you are separated by a table. Make eye contact. If you are curious and want to know, ask!

3. **Tell at the end what you have learned and let this confirm:** During the interview you have taken some notes. Tell what you've written and ask that you partner acknowledges this and whether this is true. It is important that he / she his story can be found here. Give them the ability to do additions, to add other words.

4. **Conclude by telling you what had inspired you the most:** Because appreciative interviews are based on relationships, it is important to honor that relationship. What drives you up? What inspires you? What have you learned from your partner? Tell how his / her story to check out the organization changes. You partner you trusted to his / her story, hopes, fears to tell. Honor this trust by trusting them.

> A good story not only says something about what the narrator did, but also about the environment, the people who were there, the values that are important for the narrator.
> Stories create images and links.

4.5. Exercise: an appreciative interview part 1

Choose a partner and interview each other with the following question:

a / Tell me about a highlight in your career, a moment when you thought positive and energetic the moment that you were proud of yourself and your work, and that also radiated.

b. / What made this moment so positive? What was your contribution to it? What did you do exactly? Who else contributed? What did you learn from that success, which even today can be useful?

Key factors:

4.6. Tips for interviewers

1. Use your own vocabulary
2. Be flexible with your schedule
3. Look for the story! Mine the gold nugget on! Try to stay inside the story to find out "who did what and when?" "What did you think of?" And "what did you do?"
4. Use of negative information: What is wrong or deficient people find things they miss or are based on what they want as an ideal. So ask what they want or what their ideal image is.
5. Have fun and be yourself!
6. See this as an opportunity for a unique person to know.

> Often you can really see it when people hit the core of their inspiration. They tell spontaneous, fervently. They will use gestures, eyes schining. Words, intonations and body language tell the hole story.

4.7. Some tips about 'inviting questions'

There are many types of questions, each with their strength and specific utility. A good question elicits an interesting response from: efficient questions encourage people to think and discuss. Three factors influence how your partner responds to your question, and therefore how much information they'll provide:

1. Ask a clear question

- So a quick question
- Directly related to the topic which is discussed
- Only one topic per question
- A single question at a time
- Constructive, inviting questions
- Use words that have meaning for others
- Avoid yes / no questions

2. Keep it natural

Questions would have to form a natural part of every conversation. Ask your questions because they are an important element in the development of the conversation. Do not go with a battery of questions you should ask, but use them as a starting point for further discoveries. Preparation is valuable ... but the art is to be flexible to jump to the questionnaire so that you learn what you want.

Type	Goal	Example
Open	- Obtaining Information - An open debate	The five W questions: who, what, where, why, when For example: Tell me about your current project?
Closed	- Facts and opinions confirm - A close discussion	Ex: Are you saying that the server is down? For example: How often has that happened this week?
Exploratory	- Reasons and statements like - An open up debate - Information gathering	For example: How would this help to solve the problem? For example: What other aspects of this solution we have to see? For example: How would this scenario go?
Testing	- Challenge old ideas - New ideas develop - Logic and evidence search	For example: Why do you think? For example: How do you know? Ex: What evidence do you have that...?
Suggestive	- Introducing New Ideas - Give a suggestion	Ex: I think we should consider, do not you think? For example: Would a viable alternative budget increase?
Hypothesis	- New ideas develop - An unpopular alternative forwards - The direction of a discussion change	For example: Suppose we do so, what would happen then? For example: Our competitor is doing so, it would also be with us?
Alternative	- Making choices between alternatives - Reach an agreement	Ex: what solution would work best, A or B? For example: Should we go so for C, and not for D?

4.8. What happens after the interviews?

The material from the interviews is divided into small groups. People look at the key factors which made this into a success story now? What were the underlying causes, which values, behaviors, attitudes, circumstances, ... keep coming back?

The key factors are collected for all participants so that they become visible. And that often gives a sense of recognition.

There are several ways to do that, and at every appreciative inquiry, we look at the way that works best for that situation, the organization.
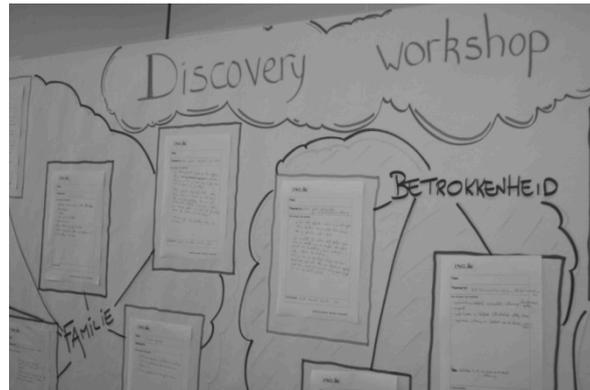
Be attentive for those two difficulties:

1. Each person stays owner of his/her own keyfactors. The other participants should not discuss about the choosen keyfactors. This is a trap!
2. A democratic decision-making remains difficult and can lead to hopeless discussions.

Chapter 5
Dream

5.1. Dreams, Why?

"Dreams" encourages people to think about their **future** and **wishes** in terms of visuals and narratives. A question is energetic, a dream - or miracle question, which asks for a story about a desirable experience in the future. In that story tells the person what the desired situation looks like, what he does, confuse others contribute, how the environment and context looks like. This is a creative and concrete vision of the future, possibilities and opportunities which are reflected.

> Dream is as free from reality. Who dreams, see reality from a different perspective. It is detached from the earth and discover the infinte possibilities of the roadmap.

The stories have a picture of what the narrator is good in, what they enjoy doing, what he believes, strives, what other people mean to him, and so on. All these things are **building blocks for the** future, based on **actual** experiences. The dream-work step further on the positive experiences of discoveries from the first step. The dream image is thus built up with realistic elements to include the experiences of the narrator, but in the future more and more may be prevented. We find out which elements should include the essence of the dream. In other words, "what that dream is so important that it is indispensable?"

> Dreaming is sometimes awkward and a difficult task. Only imagination leads to innovation. Without imagination, we continue from the same keg tapping. The dream question puts the imaginiation in motion

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5.2. The interview Dream question

**Focus: "Improve the quality of life of aging people with ID"
(Version user)**

Dream

Let us dream. You fall asleep. You dream that you actively use all key factors (naming them) contributing to the quality of your life. What happens? What does your life look like? How does your day, your week,… look like?

How is your life organized?

Who is engaged?

Who does what? What do you do yourself? What does the other? Are there any other services engaged? What do they do? What knowledge do they have?

How can other people notice/see that your quality of life is good?

Are there any other services engaged? What do they do?

What knowledge do they have?

How can you notice/see that your contribution is worthwhile?

5.3. Exercise: an appreciative interview part 2

In the second part of the interview you go looking for a dream, something that the person you're talking in the next year really wanted to do. Dreaming is allowed for once, so let all those brakes loose and say what you really hope ...

Let us dream! You fall asleep. You dream that you actively use all key factors and things that are important to you ... every day. What would be your ideal organization, work environment look like? What do you dream of?

How is your organization organized? Who does what? What do you do yourself? What does the other? How can you see that your environment is changed?

Have you explored the perspectives and is your dream ambitious and attractive? Think about (small) steps you can already take. Immediately next week ... to realize the dream without having to wait on others?

In which steps do you need others? Can you put these steps in the short or long term?

5.4. Enlarge the dream

You can help each other to sharpen the dream to formulate a beautiful mirror to ... try to get the dream so clear that others can see, taste, with colors and images, with all senses.

These questions can help:

What will be different in 1 year?

Who is in? Who else?

Where are you proud of, once the dream is realized?

What surprises have you encountered?

Who would you like to thank in you speech?

On what will you notice that thinks are changed?

Who supports you the most?

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Creative imagining

Find ways to tap the creativity, and another way to think. Let people draw, paint, depicting a collage, use photos.

An example:

"It is 2014 and our organization has opened a new office in Antarctica. All factors that we just found, and who help to make our organization strong, are present there. It is a pleasant working, productive, ... What is it like to work there? What is happening? How are relations? What do you do?"

As another example, images with:

Wat is je droom?

Search for 'actionable items'

The vision is brought to it now. With the essential elements we can imagine **different** scenarios. We look at what is now, and which way it can be made to that future. A draft **action** plan, therefore, about the what and the how. But also a lot of attention for discovering levels within the person (skills, contacts, vision ...), in the neighborhood (including support from supervisor) and the broader context (eg discover real opportunities). In this step removed tested methods of creative thinking in handy.
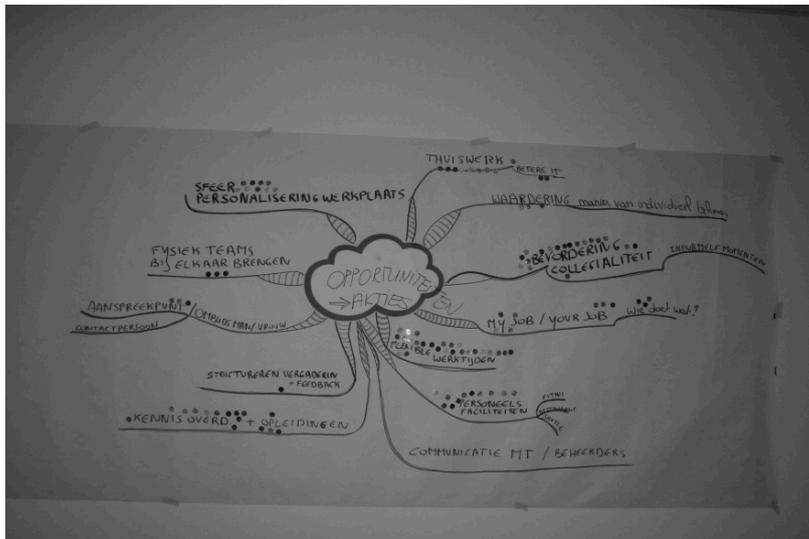
Search for 'actionable items' and *determining priorities*

The future is a travel destination. Travel plans are made; suitcases are packed. Packing a suitcase, making lists of what you need and glean everything . And then, we can go!

Convert to concrete plans

Although this step seems to own less appreciative approach, it remains equally important to stick to what the stories gave energy, these factors continue to investigate and give a place in the Action Plan. The underlying principles remain here without work. A method used here may be, is to formulate challenging claims that the stories from the first and second step reformulate in action. "If I do this, then that will happen."

Listening to the plans of colleagues and validate

Concrete actions

This phase includes **the operations,** exercises, experimentation, changes or agreements that are designed or implemented, along with others. **Learning and experimentation is central** here.

Typical for the appreciative approach is that here is further built on past successes and energy sources. We will work with what someone is good at, enjoy doing and want to learn. Implement an action plan from step one is immediately the realization of that future ... which the future has already begun. The reward is so into the action discovered and experienced.

> Perform is go on track. It is determined to pick up the suitcase and pulling the door shut. It's taking staps in the world. You meet the world and the world will meet you. Stapping stones mark the path.

Support from others is important at this stage of the process going. The stakeholders need to fall back on a partner. That can be someone of his own environment, a colleague, supervisor. It is important that this persons has the vision clearly in mind.

Attention to sustainability

Sure from the start that the result will become embedded in the organization.

An example: Kick-out
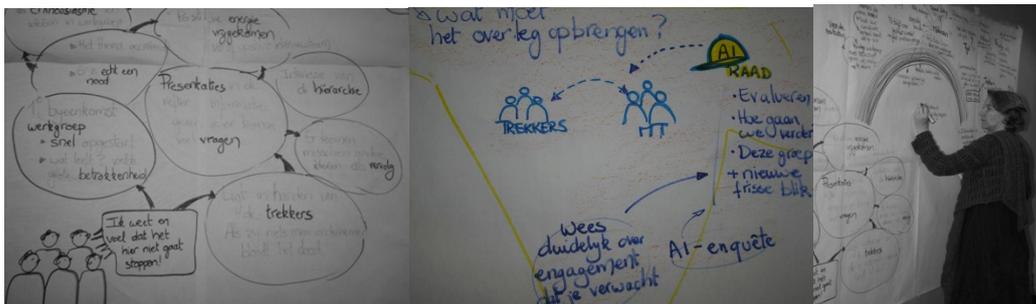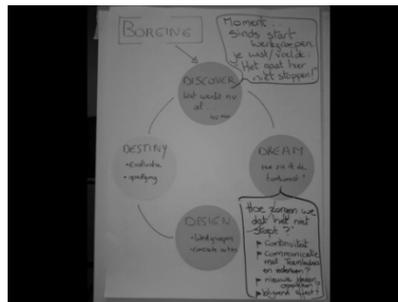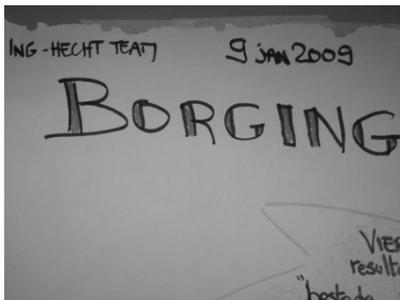
Chapter 8
Learn more

Want to know more about appreciative inquiry? Here are some suggestions:

Book

- *Appreciative Inquiry Handbook - for leaders of change,* David Cooperrider, Diana Whitney, Jacqueline Stavros
- *The Power of Appreciative Inquiry - a practical guide to positive change,* Diana Whitney & Amanda Trosten-Bloom
- *The Appreciative Inquiry Summit - a practitioner's guide for leading large-group change,* James Ludema, Diana Whitney, Bernard Mohr and Thomas Griffin
- *The Thin Book of Appreciative Inquiry,* Sue Annis Hammond
- *Appreciative Teambuilding - positive questions to bring out the best of your team,* Diana Whitney, Amanda Trosten-Bloom, Jay Cherney and Ron Fry
- *Encyclopedia of positive questions - Using appreciative inquiry to bring out the best in your organization,* Diana Whitney, David Cooperrider, Amanda Trosten-Bloom & Brian Kaplin

Websites

International sites

- Appreciative Inquiry Commons: http://appreciativeinquiry.cwru.edu
- AI Practitioner: http://www.aipractitioner.com
- Case Western Reserve University Weatherhead School of Management, Center for Business as an Agent of World Benefit: http://worldbenefit.cwru.edu
- Images and Voices of Hope: http://www.ivofhope.org
- Imagine Chicago: http://www.imaginechicago.org
- Nepal Appreciative Inquiry National Network (NAINN): http://nainn.blogspot.com
- SIKT, Scandinavian Institute for Creative Thinking: http://www.sikt.se
- The Taos Institute: http://www.taosinstitute.net

Dutch sites

project on employment by Stebo: www.vuurwerkt.be
www.aiwerkt.be

Deel 2: Focusgroup guide

1. State of the art and user requirements.

1.1 Introduction:

In what follows one can find a further transcription about work package 2 from the meeting of the Steering Committee held on January 30-31 in Luxemburg and the meeting in Brussels (16 -17 February) . The seven European partners were present. It concerns a practical description of the use of the focus groups which takes into account the procession of the project as a whole.

The goal of the focus group is to enable an inviting open conversation with
1. The user = people with intellectual disabilities (ID)
2. Family of people with ID.
3. Frontline staff = care assistants
4. Healthcare professionals = social workers, psychologists, nurses, doctors, teachers, physiotherapists, ergotherapists, ...

All actors are invited to participate in the interview.
The members of the focus group are expected to participate in a way that the conversation is comprehensible for the user. More specifically, the user is stimulated to participate and make interventions. He/ she can be supported by a personal coach.

The AI interview / questions (chapter 4) is the guidebook for the conversation.
We do not aim for a strict standardization. When necessary additional questions can be asked to elaborate the story of the participant. Every participant is able to accentuate or emphasize what he or she thinks, conform his cultural background or individuality.

The interview and additional questions are referring to the following themes:
• Complex health and social care needs of older people with ID.
• Knowledge and skills to plan and deliver appropriate care models.
• Working with multiple service agencies and professionals.
• Person centered support.
• Policy and procedures.

2. Composition

2.1. The participants are the user = people with ID, family of people with ID, frontline staff = care assistants, healthcare professionals = social workers, psychologists, nurses, doctors, teachers, physiotherapists, ergotherapists,…
In some countries one would also like to engage local policy makers. This however is not an obligatory for the participating countries.

2.2. The selection of the participants is based on their interest in the subject. The users should have experience with getting older. So the minimum age must be over 40, even 50.
User can have a light, mild, severe and multiple handicap. People with brain damage are not included.

2.3. The ideal size of the group is 8 participants, which does not include the moderator and the supporting moderator-reporter.

2.4.Support of the user: It cold be important that the user can be supported during the interview and conversation. Sure, that's possible, but the supporter is not a participant of the focusgroup. As a matter of speaking the user and supporter are one person within the focusgroup.

2.5. Composition: a representation of all categories in one focus group is not necessary but desirable. In every focus group at least 2 categories must be represented. In total each category must be represented.
The user, *his* family, *his* care assistants and *his* healthcare professional can not participate in the same focus group because we think that to much assumptions will influence the conversation. However, if it is important to the user that he knows some one of them, when it facilitates the conversation, we allow them to be participant of the focusgroup.

2.6. Procedure: all participating categories are having a conversation in dialogue. There are no other individual conversations with the participants. The participants must take into account the participating user and may have to adjust their talk (language and/or rhythm) when necessary, also if this slows down the conversation.
However, some countries will work within subgroups, especially with users because they think it is the only way to make sure the users can talk in an easy way.
Afterwards they will bring the stakeholders within one group to make conclusions.

2.7. Permission: every participant signs a written agreement that confirms his/her participation in the project. (Added document 1)

3. Moderating

3.1. The moderator and the supporting moderator-reporter are trained and familiar with the methodology of appreciative research.

3.2. There are two conversations for each focus group. "Discovery and decision about the keyfactors" and "Dreaming and Designing ". Each conversation takes two hours, spread over two moments on a different day. With time for a written report. For the users a drawning, a collage,…can be supportive.

3.3. The conversation is focused on the personal story of each participant. The moderator makes sure that every participant is allowed to tell his/her story.

3.4. Preferably the moderator is experienced in dealing with conversations between clients and not-clients (= user and others).

3.5. When it is desirable for the user(s) to have a warming up conversation it can be added to the process.

3.6. The conversations are not aimed to result in the formulation of rational and attainable goals. The aim is to understand what the participants find important. It is possible that this may only mean to formulate the dream. The moderator and/or the other members of the focus group do not need to translate the formulated dreams into attainable goals. The "open" character is very important, although attainable goals can be formulated when possible.

4. Interview / Questions

4.1."Discovery and keyfactors

Focus: "Improve the quality of life of aging people with ID"

(Version user)

Discover:

-> Tell me about those moments in your life when you experienced high quality care getting older.

Why did you experience these moments as high quality?

Who was engaged in these moments?

What was your own contribution to this feeling of high quality?

What was the contribution of others (family, professionals, friends) to this feeling of high quality?

Which other services were engaged?

What are the most important key factors?

Focus: "Improve the quality of life of aging people with ID"

(Version family)

Discover:

-› Tell me about those moments in life when you experienced high quality in life of your aging family member with ID.

Why did you experience these moments as high quality?

Who was engaged in these moments?

What was your own contribution to this feeling of high quality?

What was the contribution of others (family, professionals, friends,…) to this feeling of high quality?

Which other services were engaged?

What are the most important key factors?

Focus: "Improve the quality of life of aging people with ID"

(Version frontline staff & healthcare professionals)

Discover:

-› Tell me about those moments when you, as an assistant or as a professional, experienced making a contribution to the quality of life of an aging person with ID.

What was your contribution? What did you do?

Why would you label this as high quality?

Who was engaged? What did the other do (family, professional, friends …) and with what effect?

Were there any other services engaged?

What are the most important key factors?

4.2."Dreaming en designing

Focus: "Improve the quality of life of aging people with ID"

(Version user)

Dream

Let us dream. You fall asleep. You dream that you actively use all key factors (naming them) contributing to the quality of your life. What happens? What does your life look like? How does your day, your week,… look like?

How is your life organized?

Who is engaged?

Who does what? What do you do yourself? What does the other?

Are there any other services engaged? What do they do? What knowledge do they have?

How can other people notice/see that your quality of life is good?

Focus: "Improve the quality of life of aging people with ID"

(Version family)

Dream

Let us dream. You fall asleep. You dream that you actively use all key factors (naming them) contributing to the quality of life of your aging family member with ID. What happens? What does his or her life look like? How does his or her day, week,… look like?

How is life organized?

Who is engaged?

Who does what? What do you do yourself? What does the other?

Are there any other services engaged? What do they do? What knowledge do they have?

How can other people notice/see that the quality of life is good?

Focus: "Improve the quality of life of aging people with ID"

(Version frontline staff & healthcare professionals)

Dream:

Let us dream. You fall asleep. You dream that you actively use all key factors (naming them) contributing to the quality of life of aging people with ID. What happens?

How is everything organized?

Who does what?

What do you do yourself?

What does the other?

Are there any other services engaged? What do they do?
What knowledge do they have?

How can you notice/see that your contribution is worthwhile?

5. Scenario's

5.1.Focusgroup Discovery workshop scenario 1

Starting up: 20 min.
- Introduction
- Why this focus group?
- Methodology

Interviews: 60 min
- In pairs interview each other2x 30 minutes. Ask to take short notes about "the best story" and extract the key factors.
- *As a moderator give very clear instructions how the interview goes, what questions are asked and time monitoring. Walk around and support the duo's where needed.*

Pause: 20 min.

Bringing together interviews: 40 minutes
- Each tells the story of the person he / she is interviewed (short) and what the key factors are (post-its). There may be others by the depth questions are asked. It is not intended that everyone add his one story.
- *The moderator ensures that thy stick to the story of the person who act and that not everyone add his one story.*

Clustering of the different common core factors: 30 min
- It is good to vissualize this on the flap, sticky notes, whiteboard ...
- As a moderator you care for everyone is clear what the key words mean.

closure: 10 min

Total duration: 3u

Focusgroup Discovery workshop scenario 2

Starting up: 20 min.
- Introduction
- Why this focus group?
- Methodology

Interviews + pause: 2u

- Working with the full group, the moderator set the 3 questions in the group, addressed to the user, the family, the expert and let the "best story" to emerge.
- *As a moderator you must be very careful to ensure that each participant has his / her story to tell. It is the one person to answer the question. The others may be additional ask questions, in-depth questions, but NOT bring in their own story!*
- *As a moderator you keep very good time in the eye.*
- *As a moderator you determine when you take a pause.*

Clustering of the different common core factors: 30 min
- It is good to visualize this on the flap, sticky notes, whiteboard ...
- *As a moderator you care for everyone is clear what the key words mean.*

closure: 10 min

Total duration: 3u

Focus group Dream workshop scenario 1

Starting up: 20 min.
- Introduction
- Methodology
- Connecting to the last time: key factors, create a visual back.

Interviews: 45 min.
- Individually think about the dream question: 5 min
- In pairs interview each 2x 20 minutes. Ask to write, draw, to imagine the dream
- *As a moderator you give very clear instructions how the interview goes, what questions are asked and do time monitoring. Walk around to support where needed.*

Pause: 20 min.

Bringing together interviews: 40 minutes
- Each tells his dream short. Others can ask clarifying questions. It is not intended that anyone else add his dream.
- *The moderator ensures that the dream of the person who continues to act and that not everyone's add his dream.*

Working towards a common dream: 20 min
- Dream in which all stakeholders have their place.
- It is good to visually present this dream, on the flap, whiteboard ..., a drawing, a collage ...
- *As a moderator you care for everyone has a place in this dream.*

Defining the actions: 30 min
- What actions can we take to realize this dream? In the short term? In the long term?

Closing: 10 min

Total time: 3h

Focusgroup Dream workshop scenario 2

Starting up: 20 min.
- Introduction
- Methodology
- Connecting to the last time: key factors, create a visual back.

Interviews + pause: 1u 45 min.
- Individually think about the dream question: 5 min
- Working with the full group, the moderator set the 3 questions in the group, addressed to the user, the family, the expert and let the "dream" come up.
- *As a moderator you must be very careful to ensure that each participant has his / her story to tell. It is the one person to answer the question. The others can ask clarifying questions, but don't bring in their own dream.*
- *As a moderator you keep very good time in the eye .*
- *As a moderator you determine when you take a pause*

Working towards a common dream: 20 min
- Dream in which all stakeholders have their place.
- It is good to visually present this dream, on the flap, whiteboard ..., a drawing, a collage ...
- *As a moderator you care for everyone has a place in this dream.*

Defining the actions: 30 min
- What actions can we take to realize this dream? In the short term? In the long term?

Closing: 10 min

Total time: 3h

6. Report

6.1. Content of the report for each focus group:

6.1. Composition and description of the group

6.2. Discovery and keyfactors.

6.2.1. Audio- video of the conversations (to refer to later on and maybe to use in the training module)
6.2.2. Keyfactors and related summary of the individual stories and conversation in englisch
6.2.3. Common keyfactors in englisch

6.3. Dreaming and design.

6.3.1. Dreaming: Description of the common dream in englisch
6.3.2. Designing: List of idea's and the list of priorities.

6.2. Standard Discovery report for each focusgroup

Composition of the focusgroup:

Individual stories							
a	b	c	d	e	f	g	h
Individual KeyFactor							
a	b	c	d	e	f	g	H
Commen key factor							

6.3. Standard Dream report for each focusgroup

Composition of the focusgroup:

Individual dream							
a	b	c	d	e	f	g	h
Commen dream							
Actionable items							
Priorities (from high to low ranking)							

AGID
DEVELOPING TRAINING MODULES
FOR STAFF ON AGING AND DISABILITY ISSUES

7.Timing

Improve the quality of life
Of people getting older with ID

Belgium presents the
final raport of all the
focus groups
10-11 June / Newcastle

Inform the focusgroup
of the results
June

Focus group 1
Dream
April

Each partner makes a
standard report for the 2
focus groups and send it
to the Belgium partner

Focusgroup 1
Discover
March

16-17
februari
AI course
Belgium

Focus group 2
Dream
April

Focusgroup 2
Discover
March

End Februari/begin
March: conduct 2
focusgroups

Aprecciative
Inquiry