

Appreciative Inquiry Resource Guide

Head Start Information & Publication Center

Revised by
Steve Webb, M.A., M.S.L.S.
Librarian/Information Specialist

August, 2001

Prepared for the Head Start Bureau by Trans-Management System, Corp. under contract 213-00-0006. No official endorsement of any practice, publication or individual by the Department of Health and Human Services or the Administration for Children and Families, the Head Start Bureau or the Head Start Information and Publication Center is intended or is to be inferred.

Appreciative Inquiry Resource Guide
Head Start Information & Publication Center
August, 2001

TABLE OF CONTENTS

Introduction

Articles

Books

Internet Sites

Journals

Professional Contacts

INTRODUCTION

Appreciative Inquiry is an approach to the areas of organizational performance and learning that was developed as an alternative to the “ground-up” restructuring used for organizational change. Appreciative Inquiry is built on two fundamental principles:

- appreciation of people and the organizational system.
- articulation of organizational best practices as a means of creating a better vision for the future.

Its aim is to generate new knowledge and to assist members of an organization to collectively envision a desired future. Using the Appreciative Inquiry process, organizations examine and identify areas where their current systems are successful, and then determine ways to make those successes more constant. The process involves storytelling and interviewing to draw the best of the past in order to effectively visualize a successful future.

The purpose of this Resource Guide is to acquaint the user with Appreciative Inquiry as it relates to organizational development, organizational culture, and its effects on productivity and morale.

The Resource Guide includes selected journal articles; books and journal titles; organizations and associations related to organizational development that may include resources on Appreciative Inquiry; and a listing of professional contacts that have published materials on Appreciative Inquiry and continue to do research on this topic.

This Research Guide is not intended to be comprehensive. Sources used in compiling the information were gathered from business, psychology, and social science databases, and from the Internet.

Any questions or comments regarding this guide should be addressed to Nanette Lofaro, Head Start Information and Publication Center, (202) 737-1030, or nanettel@headstartinfo.org.

ARTICLES

Barrett, Frank J. "Creating Appreciative Learning Cultures." *Organizational Dynamics* vol. 24 (Autumn 1995): 36.

In order to effectively address challenges, organizations must learn to develop a culture that values innovation and learning instead of revision and modification. Discusses appreciative culture's four competencies: affirmative, expansive, generative, and collaborative, and how the ability to emphasize previous successes positively guides the future.

Barrett, Frank J. and David L. Cooperrider. "Generative Metaphor Intervention: A New Approach for Working with Systems Divided by Conflict and Caught in Defensive Perception Comment." *Journal of Applied Behavioral Science* vol. 26, no. 2 (1990): 219.

Through the introduction of generative metaphor group members are able to generate fresh perceptions of one another, allowing for the re-vitalization of the social bond and a heightened collective will to act. Appreciative Inquiry is used as an intervention in one of the case studies examined in this article.

Bushe, Gervase R. "Advances in Appreciative Inquiry as an Organizational Development Intervention." *Organization Development Journal* vol. 13 (Fall 1995): 14.

Examines Appreciative Inquiry as an organizational development intervention. Emphasis should be on designing inquiry methods that focus on stories that people have about a topic and finding ways of making the data useful for group interpretation. The next steps for Appreciative Inquiry will be a theoretical breakthrough in understanding leadership and controlled experiment processes in social systems.

Bushe, Gervase R. "Appreciative Inquiry as a Team-Development Intervention: A Controlled Experiment." *Journal of Applied Behavioral Science* vol. 31 (March 1995): 13.

The effects of a team-development intervention based on the theory of Appreciative Inquiry are compared with task-oriented team development and lectures on group processes, performances, and outcomes. Teams receiving task-oriented team development scored higher than Appreciative Inquiry task performance. Organization development implications are discussed.

Bushe, Gervase R. "Appreciative Inquiry with Teams." *Organizational Development* vol. 16, no. 3 (1998): 41-50.

Describes a team approach to Appreciative Inquiry. Compares and contrasts the use of Appreciative Inquiry with new teams and established teams. Describes four team-building approaches that incorporate Appreciative Inquiry and utilize an external facilitator.

Cady, Steven H. and Matthew A. "A Diet for Action Research: An Integrated Problem and Appreciative Focuses Approach to Organization." **Organizational Development Journal** vol. 18 (Winter 2000): 79-93.

Provides an historical overview of action research. Discusses how Appreciative Inquiry and other organizational development strategies can be integrated into the DIET organizational development model.

Cooperrider, David L. "The Organization Dimension of Global Change--Introduction." **Human Relations** vol. 44 (1991): 763.

Global social change organizations (GSCO) are evolving and spreading across continents in an attempt to forge a new vision of the world's cooperative capacity. Discusses expanded focus of GSCO, a people-centered social innovation, which will change current theories of human organizations, management and processes of change.

Cooperrider, David L. "Positive Image, Positive Action: The Affirmative Basis of Organizing." In **Appreciative Management and Leadership: The Power of Positive Thought and Action in Organizations**. Jossey-Bass, 1990.

Discusses how positive imagery on a collective basis can bring a positive and productive future to an organization. Cooperrider argues that human systems exhibit an observable and automatic tendency to evolve in the direction of positive images, and draws an analysis between positive imagery and positive action.

Cooperrider, D.L. "Appreciative Inquiry: Toward a Methodology for Understanding and Enhancing Organizational Innovation (Theory, Social Participation)." Case Western Reserve, 1986. Abstract in **Dissertation Abstracts International** 47/05-A (1986): 1805.

Explores an action-oriented approach to organizational inquiry intended for the study and enhancement of organizational innovation. Appreciative Inquiry is presented as a model of action-research meeting the criteria of science in generative-theoretical terms. The dissertation traces two cases that show how Appreciative Inquiry can be used to create a more egalitarian organization future.

Dixon, Nancy M. "The Hallways of Learning." **Organizational Dynamics** vol. 25 (Spring 1997): 23.

In order for organizations to learn, Hallways where collective learning can take place need to be established. Constructive dialogue between individuals takes place in Hallways. Characteristics of Hallways are discussed, as well as the growing interest in collective learning and the ability of companies to develop new organizational processes.

Dotlich, David and Peter C. Cairo. "Behavior Modification." **CIO** vol. 13 (15 March 2000): 151-152.

Discusses how Appreciative Inquiry can be incorporated into the elements of action coaching. The authors suggest that Appreciative Inquiry, together with other techniques, may be employed to lessen the level of resistance to a proposed change, while highlighting the potential for positive results from the proposed course of action.

Fry, Ronald. "Unlimited Cooperation." *New Zealand Management* vol. 47 (February 2000): 46-47.

Describes how organizations can utilize the elements of Appreciative Inquiry to instill a positive organizational self-image by examining organizational successes. By focusing on past successes, organizations can chart a course that takes into account possible scenarios and redirects the organization's energies to create a positive future.

Johnson, Gail and William Leavitt. "Building on Success: Transforming Organizations Through an Appreciative Inquiry." *Public Personnel Management* vol. 30 (Spring 2001): 129-136.

Discusses how Appreciative Inquiry can serve as a tool to improve organizational performance by focusing on organizational successes. Organizations analyze their activities to determine which activities are successful, why they are successful, and whether that success can be transferred to other areas of the organization.

Jones, David A. "Appreciative Inquiry: A Field Experiment Focusing on Turnover in the Fast Food Industry." *Dissertation Abstracts International Section A: Humanities & Social Sciences* vol. 60, no. 7-A (February 2000): 2574.

Describes a field experiment designed to determine if Appreciative Inquiry could be employed to track quantifiable business results. Specifically, the study examined whether retention among management personnel could be improved through the introduction of Appreciative Inquiry.

Libeler, Claudia. "Appreciative Inquiry: A Constructive Approach to Organization Development and Change." *Global Social Innovations* vol. 1 (Summer 1997): 1.

Written for the Global Excellence in Management (GEM) Initiative, a three-year program of capacity building for U.S. Private Voluntary Organizations and International Nongovernmental Organizations, this article gives an overview of Appreciative Inquiry using everyday language. Discusses the five principles of Appreciative Inquiry, and gives examples of Appreciative Inquiry in action.

Ludema, James D. and Timothy B. Wilmot. "Organizational Hope: Reaffirming the Constructive Task of Social and Organizational Inquiry." *Human Relations* vol. 50 (August 1997): 1015.

Develops the construct of organizational hope as a methodology for studying and strengthening organizations. Organizational hope can affirm the most promising dimensions of social and organizational life and provide a moral image of the future to guide collective action. An analysis of hope is undertaken, tracing the construct throughout western intellectual tradition.

McLean, Gary N. "Action Research in OD: RIP?" *Human Resources Development Quarterly* vol. 7 (Spring 1996): 1.

An editorial that suggests a synergistic approach, which blends organizational development with Appreciative Inquiry, benefits all, refuting the supposition that action research as a model of organization development is dead.

Mirvis, Philip H. " 'Soul Work' in Organizations." **Organization Science** vol. 8 (March/April 1997): 1047.

Work is being re-discovered as a source of spiritual growth and connection to others. Companies are holding community-building workshops, dialogues, team-building programs and Appreciative Inquiries that offer human relations training. Documents gains in team performance.

Piderit, Sandy Kristin. "Rethinking Resistance and Recognizing Ambivalence: A Multidimensional View of Attitudes Toward an Organizational Change." **The Academy of Management Review** vol. 25 (October 2000): 783-794.

Examines research on how people respond to change and how their responses to change evolve over time. Special attention is paid to the effects of ambivalence. Focuses on the responses of people in organizations where the prevailing climate encourages input from the lower levels of an organization's structure.

Pratt, Charleyese S. "Constructing Unitary Reality: An Appreciative Inquiry." Ph.D. dissertation, Case Western Reserve University, 1996. Abstract in **Dissertation Abstracts International Section A: Humanities and Social Sciences** vol. 58 (August 1997): 0516.

A single case study of the experiences of organization members is explored utilizing combined methodologies of ethnography, Appreciative Inquiry and narratives. These combine their variety to offer a new perspective for the treatment and understanding of diversity in organizations. Results from the study suggest that leaders and managers are eminently responsible for the success or failure of organizations to move toward more inclusive environments where diversities of people and interests exist, communicating new images of organizations.

Ryan, Francis J., et al. "Appreciative Inquiry: Using Personal Narratives for Initiating School Reform." **The Clearing House** vol. 72, no 3 (Jan/Feb 1999): 164.

Presents the application of Appreciative Inquiry within the Cardinal Dougherty High School in Philadelphia, PA. Shows how the Appreciative Inquiry approach can give rise to both affective and analytical micro-level reform within a single school.

Whitney, Diane. "Spirituality as a Global Organizing Potential." Paper presented at The Organization Dimensions of Global Change, No Limits to Cooperation Conference, May 1995.

Provides an introduction to spirituality as it relates to organization development. Whitney states that her purpose in writing this paper is to create an opportunity for people to welcome spirituality into their lives and work as global citizens.

Whitney, Diana and Carol Schau. "Appreciative Inquiry: An Innovative Process for Organizational Change." **Employment Relations Today** vol. 25, no. 1 (Spring 1998): 11-21.

Presents the idea that in assuming the best in people, organizations and relationships, Appreciative Inquiry leaves deficit-oriented approaches behind and offers positive processes for organization growth and development. Discusses the 4-D model of Appreciative Inquiry, with its four phases: discovery, dream, design, and delivery.

Whitney, Diana and David L. Cooperrider. "The Appreciative Inquiry Summit: Overview and Applications." *Employment Relations Today* vol. 25, no. 2 (Summer 1998): 17-28.

Outlines the Appreciative Inquiry summit, a process whereby an organization can move towards its highest potential—the highest ideals imaginable among its employees and stakeholders.

Yballe, Leodones and Dennis O'Connor. "Appreciative Pedagogy: Constructing Positive Models for Learning." *Journal of Management Education* vol. 24 (August 2000): 474-483.

Discusses how Appreciative Inquiry may be adapted to improve management classes. Instructors and students examine successful classroom experiences.

Zemke, Ron. "Don't Fix That Company!" *Training* vol. 36 (June 1999): 26, 28.

Describes the evolution of Appreciative Inquiry. Provides an overview of the steps that form the essence of Appreciative Inquiry: discovery, dreaming, design and destiny. Also relates the reactions of corporate executives who were exposed to Appreciative Inquiry during a seminar.

A special issue of *OD Practitioner*, vol. 28, no.1 (1996) was devoted to Appreciative Inquiry, and contained the following articles:

Cooperrider, David L. "Resources for Getting Appreciative Inquiry Started: An Example OD Proposal." *OD Practitioner* vol. 28, no. 1 (1996): 23.

Rainey, Mary Anne. "An Appreciative Inquiry Into The Factors of Culture Continuity During Leadership Transition." *OD Practitioner* vol. 28, no. 1 (1996): 34.

Sorenson, Jr. Peter F. "About This Issue: Appreciative Inquiry - A Contemporary Approach to OD." *OD Practitioner* vol. 28, no. 1 (1996): 3.

Williams, Rita F. "Survey Guided Appreciative Inquiry: A Case Study." *OD Practitioner* vol. 28, no. 1 (1996): 43.

BOOKS

Block, Peter. ***Empowered Manager: Positive Political Skill at Work***. Jossey-Bass Inc., 1991.

Provides ways for managers to instill a sense of empowerment throughout an organization. Employees acquire a sense of ownership and responsibility within their individual areas.

Bunker, Barbara Benedict and Billie T. Alban. ***Large Group Interventions: Engaging the Whole System for Rapid Change***. Jossey-Bass, Inc., 1996.

Organizations today must be prepared to change rapidly so as to accommodate a turbulent environment and be able to survive. This book presents eleven different models of large group intervention in detail.

Cummings, Thomas G. and Christopher G. Worley. ***Organization Development and Change***. South-Western College Publishing, 2000.

After discussing different aspects of organization development, the authors offer approaches to gathering and analyzing information, as well as techniques to manage change. They also look at ways to gauge performance and aid an organization's members in the change process. The authors conclude by taking a broad-ranging look at organization development on the international level, and how organization development applies to different types of organizations.

Elliott, Charles. ***Locating the Energy for Change: An Introduction to Appreciative Inquiry***. International Institute for Sustainable Development, 1999.

Offers an overview of the theoretical principles that form the basis of Appreciative Inquiry. Describes the various elements of Appreciative Inquiry and provides several cases studies.

French, Wendell L., Robert A Zawacki and Cecil H. Bell. ***Organization Development and Transformation: Managing Effective Change***. 5th edition. McGraw-Hill Higher Education, 1999.

This collection of 46 essays encompasses emerging issues such as self-directed teams, centers of excellence and learning organizations. There is also a broad examination of organization development and transformation.

Fry, Ronald, Frank Barrett, Jane Seiling and Diane Whitney. ***Appreciative Inquiry and Organizational Transformation: Reports From the Field***. Quorum Books, 2001.

Uses detailed case reports to illustrate how Appreciative Inquiry can be used to initiate change within an organization by showing people how to identify their positive past experiences. These experiences form the basis for reshaping the organization. Also includes the observations of those who have employed Appreciative Inquiry.

Fry, Ronald E., Suresh Srivastva Associates Staff. ***Executive and Organizational Continuity: Managing the Paradoxes of Stability and Change***. Jossey-Bass, Inc., 1992.

Describes how change can be introduced into an organization while maintaining a sense of continuity and stability. Suggests that organizations can preserve their traditions and core identity as they introduce change.

Hammond, Sue Annis. ***Thin Book of Appreciative Inquiry***. Thin Book Publishing Co., 1996.

A user-friendly introduction to the theory of Appreciative Inquiry. This book is written for both the practitioner and the professional, using concepts, images, and language that is easy to read and discuss. The major assumption of Appreciative Inquiry is that change can be managed through the identification of what works in an organization, and how to do more of what works.

Hammond, Sue Annis and Cathy Royal. ***Lessons from the Field: Applying Appreciative Inquiry***. Thin Book Publishing Co., 1998.

Written simply by practitioners for practitioners, this uses case studies to demonstrate the authors' experiences applying Appreciative Inquiry to clients' specific situations. There are five main sections to the book: Case Studies, Community Application, Application of Theory, Theory, and Resources.

Harvey, Donald F. and Donald R. Brown. ***An Experiential Approach to Organization Development***. 6th edition. Prentice Hall, 2000.

Focuses on ways to use an organization's human resources to manage change with a particular emphasis on experiential learning. Each chapter concludes with individual and group exercises that apply chapter content to different scenarios with an emphasis on the interpersonal skills necessary to manage in today's environment.

Holland, Gail Bernice. ***A Call for Connection: Solutions for Creating a Whole New Culture***. New World Library, 1998.

Holland reports on a worldwide movement dedicated to spiritual growth and holistic concern for all life. Included in the book are interviews with prominent leaders such as Jane Goodall and Bishop Desmond Tutu, as well as with leaders of institutes, schools, and environmental groups. Holland proves the existence of a global initiative connected by the same principles: bridging spirituality and science, saving the earth through the interconnectedness of life, and building a work life that honors the home life.

Hosking, Diane-Marie, ed. ***Management and Organization: Rational Alternatives to Individualism***. Avebury/Ashgate Publishing Co., 1995.

Explores what it means for organizational behavior to take on its own constructive project, including an explanatory approach to organizations and a program for organizational reconstruction and development.

Senge, Peter M. ***The Fifth Discipline: The Art & Practice of The Learning Organization***. Doubleday & Co., Inc., 1994.

Shows ways that organizations can overcome obstacles to learning so they are better able to identify challenges and opportunities for growth and advancement.

Srivastva, Suresh and David Cooperrider. ***Appreciative Management Leadership: The Power of Positive Thought & Action in Organization***. 2nd edition. Lakeshore Communications, 1999.

A collection of essays that illustrates how the recognition of contributions from diverse members of an organization can help instill a common sense of purpose within an organization. The authors suggest communicative techniques to mold diverse perspectives into a common vision and they highlight personal and leadership skills that encourage the expression of diverse views.

Watkins, Jane MacGruder and Bernard J. Mohr. ***Appreciative Inquiry: Change at the Speed of Imagination***. Jossey-Bass, 2001.

The authors provide examine the history and underlying theory of Appreciative Inquiry. They discuss how fundamental themes can emerge from the sharing of an organization's positive experiences. These themes can then serve as the basis for creating a positive vision of the organization's future.

Whitney, Diana, David L. Cooperrider, Peter F. Sorenson, Jr. and Therese F. Yeager, eds. ***Appreciative Inquiry: Rethinking Human Organization Toward a Positive Theory of Change***. Stipes Publishing, L.L.C., 1999.

Developed as resource for introducing students to the concept of Appreciative Inquiry.

Whyte, David. ***The Heart Aroused: Poetry and the Preservation of the Soul in Corporate America***. Doubleday & Co., Inc., 1996.

Illustrates how the use of literary language can unlock creativity within an organization. Passion and creativity can be harnessed to overcome reluctance to change.

INTERNET SITES

Appreciative Inquiry and the Quest

<http://www.appreciative-inquir.org>

Offers an overview of Appreciative Inquiry. Discusses how it may be applied to individuals as well as to organizations.

AI Resources

<http://www.aradford.co.uk>

Offers links to a variety of links to online Appreciative Inquiry resources. Links include an electronic newsletter and an international calendar of Appreciative Inquiry activities.

Global Excellence in Management (GEM) Initiative

<http://gemi.org/>

The Global Excellence in Management Initiative is a six part university-based program of learning and education that works in partnership with U. S. Private and Voluntary Organizations (PVO's) and international Non-Governmental Organizations (NGO's) to conduct capacity building programs that generate new models of institutional excellence. Programs include Appreciative Inquiry, global change partnership and knowledge generation. Programs are based at the Weatherhead School of Management, Case Western Reserve University.

Leadership That Works

<http://www.ltworks.com/360Feedback/Appreciative%20Inquiry.htm>

Maintained by the Leadership That Works Organization, this site includes leadership resources in the areas of coaching, training, consulting, facilitating and Appreciative Inquiry. Illustrates how Appreciative Inquiry differs from a problem-solving approach to management and lists environments where it may be applicable.

Mellish Associates

<http://www.mellish.com.au/>

Maintained by a consulting firm specializing in Appreciative Inquiry, this site includes an outline for an Appreciative Inquiry workshop, plus a paper on Appreciative Inquiry.

Simon Fraser University/School of Business Administration

<http://www.bus.sfu.ca/homes/gervase.html>

*Dr. Bushe is a leading scholar in the field of organization development, and has written extensively on the topic of Appreciative Inquiry. This Web site contains a biography, a list of his published works, and the full-text of "Appreciative Inquiry with Teams," prepared for the **Appreciative Inquiry Field Book**.*

Appreciative Inquiry Resource Guide

Head Start Information & Publication Center

August, 2001

JOURNALS

Journal of Applied Behavioral Science. Thousand Oaks, California, Sage Publications.

This quarterly interdisciplinary journal provides the latest developments in such behavioral science areas as organizational dynamics, leadership, and management to scholars in the field. Each issue includes peer-reviewed articles, case studies, review essays, and biographical essays of leaders in the field.

Journal of Organizational Behavior Management. Binghamton, New York, Haworth.

Written for managerial and professional personnel, articles in this quarterly journal focus on original research devoted to improving individual and organizational performance. Employee safety, self-management techniques, and employee training are some of the issues addressed in this journal. Individual issues include research articles, review articles, and case studies appropriate for managerial and human resource professionals.

The Leadership and Organization Development Journal. Chesterland, Ohio, Organization Development Institute.

Published quarterly by the Organization Development Network, a membership society for organization development professionals. Issues average more than 100 pages, and include book reviews, event calendars and articles on organization development and change.

OD Practitioner. Washington, DC, The Organization Development Network.

Published for professionals, this quarterly journal covers the areas of organization development, change management and Appreciative Inquiry. Issues include original research articles, book reviews, essays, and OD conference information.

Organizational Dynamics. Amsterdam, Netherlands, Elsevier Science.

Focuses primarily on the areas of organizational management and development, strategic management and human resource management. This quarterly journal offers articles that combine theoretical approaches and real-world applications of interest to management professionals as well as academics.

PROFESSIONAL CONTACTS

Gervase R. Bushe

Address: Simon Fraser University, School of Business Administration, 8888 University Drive, Burnaby, British Columbia, Canada V5A 1S6

Office Telephone: (604) 291-3708

E-mail: bushe@sfu.ca

*Gervase R. Bushe is an associate professor in organization development at Simon Fraser University, British Columbia, Canada. He is a leading organization development scholar in Canada and his work on organizational change is cited in all contemporary organization development textbooks. His research has looked at processes of organizational change, the implementation of quality of work life, total quality management, Appreciative Inquiry, as well as the characteristics and competencies of change agents and processes of change agents. He is on the editorial board of the **Journal of Applied Behavioral Science, Group and Organization Management and The Organization Development Practitioner.***

David Cooperrider

Address: Weatherhead School of Management, Case Western Reserve University, 10900 Euclid Ave., Cleveland, Ohio, 44106-7235

Office Telephone: (216) 368-2055, **Bonnie Copes (Secretary):** (216) 368-2121

Fax: (216) 368-4785

E-mail: dlc6@po.cwru.edu

David Cooperrider is an associate professor of organizational behavior at Case Western Reserve. He writes and lectures extensively on Appreciative Inquiry, generative metaphor, and constructionist practices in organizational development. He consults extensively in the U.S. and abroad, and specializes in international voluntary organizations. Currently, he is involved in a massive training effort for NGO managers from all parts of the globe.

Kenneth J. Gergen

Address: Dept. of Psychology, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081

Office Telephone: (610) 328-8434

Fax: (610) 328-7814

E-mail: kgergen1@swarthmore.edu

*Kenneth Gergen is the Mustin Professor of Psychology at Swarthmore College. He is a major figure in the development of social constructionist theory and its applications to practices of social change. He also lectures widely on contemporary issues in cultural life, including the self, technology, postmodernism, family life, and political conflict. He is the author of a number of works, including **Toward Transformation in Social Knowledge, The Saturated Self, and Realities and Relationships.***

Sheila McNamee

Address: Dept. of Communication, University of New Hampshire, 20 College Rd.,
Durham, NH 03824

Office Telephone: (603) 862-3040

Fax: (603) 862-1913

E-mail: smcnamee@christa.unh.edu

Home Address: P.O. Box 464, Durham, NH 03824-0464

Home Telephone: (603) 659-6145

*Sheila McNamee is chair and professor of communication at the University of New Hampshire. She writes and lectures extensively on organizational meaning and transformation, social construction in therapeutic process, and research innovations. She is co-editor (with Kenneth J. Gergen) of *Therapy as Social Construction*. Her latest book, *Relational Responsibility* (also with Kenneth J. Gergen) will be released by Sage, Inc. in January 1998. Sheila also consults with a variety of organizations -- particularly in the fields of education and mental health. She aims to bring a relational understanding to all forms of human practice, particularly in organizational life.*

Suresh Srivastva

Address: Weatherhead School of Management, Case Western Reserve University, 10900
Euclid Ave., Cleveland, Ohio 44206-7235

Office Telephone: (216) 368-2055

*Suresh Srivastva is Professor of Organizational Behavior, Case Western Reserve. He is a leading thinker in the area of relational constructions in organizations, and created an acclaimed series of volumes including *Executive Power*, *Executive Integrity*, and *Appreciative Leadership and Management*. He is also an active consultant both in the U.S. and internationally.*

Diana Whitney

Address: Corporation for Positive Change, Box 3257, Taos, NM 87571

Office Telephone: (505) 751-1231

Fax: (505) 751-1233:

E-mail: positivechange1@aol.com

Internet: <http://www.corporationforpositivechange.com>

*Diana Whitney is a pioneer in the development of innovative approaches to support organizational transformation. Dr. Whitney works with other global consultants at the forefront of developing and introducing *Appreciative Inquiry*, a consulting process growing out of social constructionist theory to organizational consultants and others. She is a frequent presenter at national and international conferences, and is widely recognized for her work and writing on such issues as postmodernism, work partnership, and spirituality in the workplace.*