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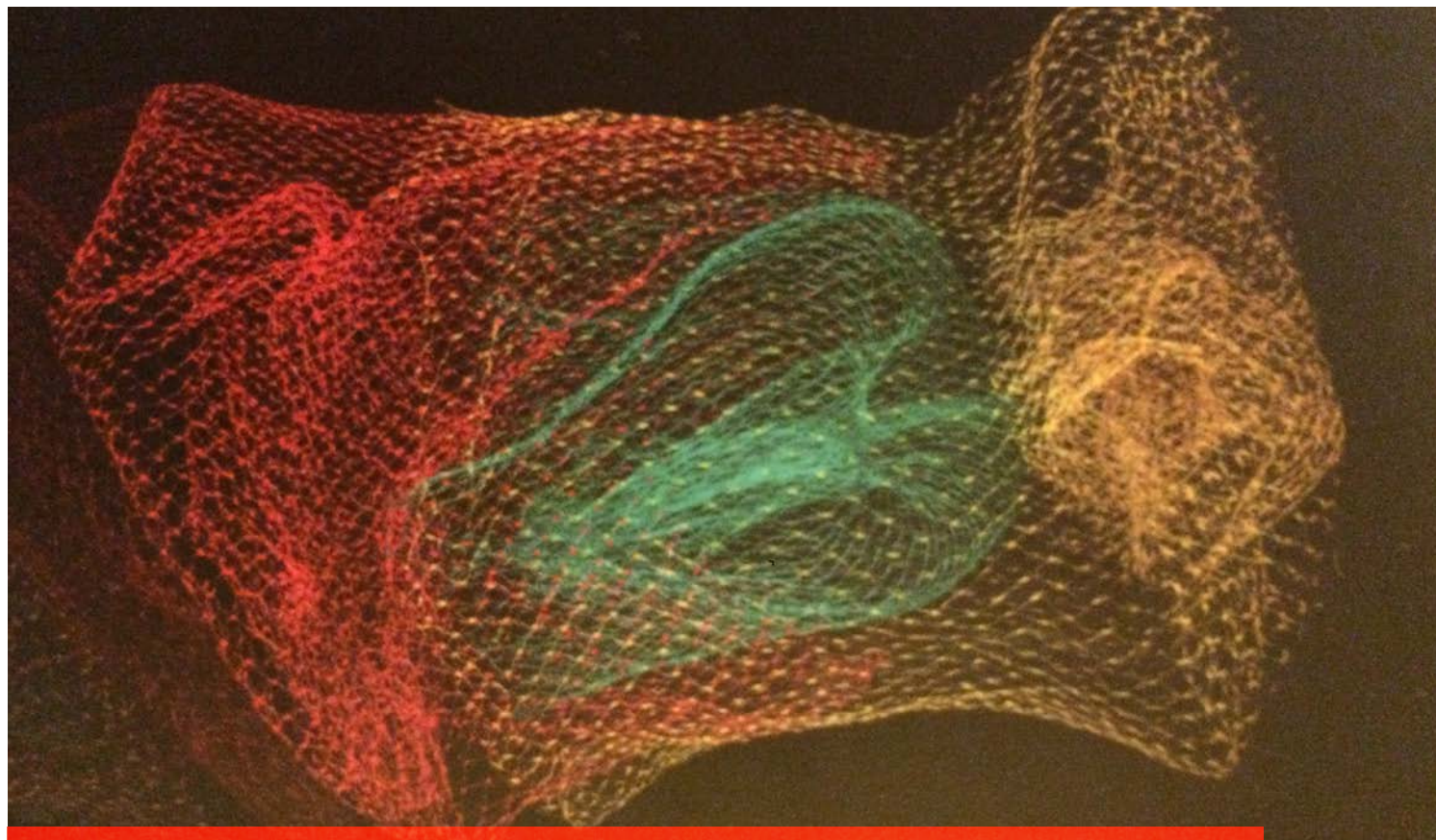
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Appreciation and Generative Dialogues

Reflections and Appreciative Inquiry

Practices from Ibero-America

Edited by

Dora Fried Schnitman
Jorge Sanhueza Rahmer
Miriam Subirana Vilanova

Sponsored by

Escuela de Psicología Universidad Adolfo Ibáñez
Fundación Interfas and Instituto IDEIA



Cover photo: Descontextualización (2013) Plastic nets for packing fruit and vegetables. Artist: Dora Matta; Photographer: Marcelo Cortes

Appreciation and Generative Dialogues: Reflections and Appreciative Inquiry Practices from Ibero-America

Inside this issue

Welcome to February 2015 issue of AI Practitioner

Ibero-America has been a fertile ground for Appreciative Inquiry. In this special issue, there is a great richness of writing that draws on many years of experience with dialogue, social construction, and generative and appreciative perspectives and methodologies. The resulting models and practices are characterised by participation, dialogue and inclusivity. Contributions are drawn from the whole region, especially Argentina, Brazil, Chile, Cuba, Ecuador, Guatemala and Spain.

In his Feature Choice article, *Working with Emergent Change: Applying Appreciative Inquiry to Adaptive Challenges*, Gervase Bushe discusses how complexity science can help AI practitioners improve their change practice.

In Research Review & Notes, Danielle Zandee at Nyenrode Business Universiteit in the Netherlands asks us to look again at strengthening AI as a generative process to action research.

Matthew Moehle, Roopa Nandi and Hardik Shah focus on newly uncovered general resources as well as those connected to Ibero-America, in Spanish and English.

We would like to thank Fundación Interfas, Universidad Adolfo Ibáñez and IDEIA, Institute for Dialogue and Appreciative Inquiry for sponsoring this issue.

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Editor, AI Practitioner

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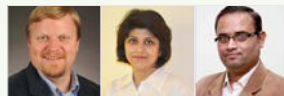


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Appreciation and Generative Dialogues

Reflections and Appreciative Inquiry Practices from Ibero-America

This issue of AI Practitioner is devoted to the contribution of Appreciative Inquiry and other strengths-based disciplines to Ibero-American culture.

Ibero-America has been a fertile ground for Appreciative Inquiry. Teams, groups, people and networks, including the Latin American Network of Appreciative Inquiry¹ and the Productive Dialogues Network,² have embraced AI's ideas, principles and methodologies, and have been developing and adapting them to the particular characteristics of our countries.

Although Ibero-America is one of today's largest and most cohesive linguistic regions in the world, our history is really a story of multiple encounters (and clashes!) between cultures. The "mestiza" society is the result of these forces coming together: a blending of traditions and cultural perspectives searching for meaning and a sense of shared identity within the diversity from which we emerged. The dialogue, in this regard, stands as a metaphor for what our continent is, as well as a hopeful invitation to reconnect with our core life.

This special issue about the contribution of Appreciative Inquiry and other strengths-based disciplines in Ibero-America (which comprises Latin America and Spain) presents recent theoretical developments and our experience working in very diverse settings. It includes academic and professional developments that consider the practice of Appreciative Inquiry and other appreciative and generative processes.

1 (www.redindagacionapreciativa.com)

2 (<http://www.dialogosproductivos.net>)

These processes express creativity, social innovation and appreciation with a dialogic learning in interpersonal, community and organizational contexts, understanding that the notion of organization is inclusive both of social and community organizations, and of productive organizations.

The generative perspective includes the idea that the articulation of appreciation and generativity creates a virtuous circle that enriches practices and promotes transformation. This expression promotes emergent processes, as well as enriching theoretical and practical models. The resulting models are characterized by participation, dialogue and inclusivity, with a reflexive, relational consciousness. This consciousness is widened in the relevant situations with a vision that is described in terms of the evolution of the social ecology and systems. It also encourages an ethic for action that incorporates the conception of value of the one that acts as the context. The articles we offer express these identity features.

**Dora Fried Schnitman, Jorge Sanhueza Rahmer and Miriam Subirana Vilanova
February, 2015**



Marge Schiller

Marge Schiller is grandmother to Max and Sarah and founder of the Positive Change Core : a global community serving schools and youth with strength focused approaches. She is co editing the second version of *Appreciative Leaders: In the Eye of the Beholder*. serves as an advisor for the Leiden/Taos Ph.D. program and lives in Massachusetts and Florida. Contact: margeschiller@yahoo.com



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About the May 2015 Issue

Intergenerational Appreciative Inquiry: In Conversation and In Action

Intergenerational interactions happen when generational diversity is celebrated and leveraged, instead of allowing socially constructed labels based on people's age to be barriers. By embracing intergenerational interactions, we open ourselves up to transformative conversations and actions with those of other generations.

The May 2015 issue of the AI Practitioner focuses on theoretical and practical aspects of intergenerational interactions – where multiple ages of individuals come together to increase opportunity, possibility and generativity. This issue highlights theoretical concepts and practical examples about the flourishing that happens through the maximum mix of ages, stages and perspectives.

It is popular to categorize people by age and generation. References to 'millennials' consistently circulate in the press and social media. Other labels include Gen X, Baby Boomers, Teenagers, Seniors, Gen Y, the Greatest Generation, Traditionals and more. And the 'more' should include children and youngsters whose generations have not yet been named! There are benefits to understanding developmental differences and recognizing that someone in their 20s holds a different reality of the world than someone in their 50s. However, when age and generational differences are treated as problems and stereotypes, such labels can bring about biases and limitations much like labels of religion, gender, and race can do.



Intergenerational experiences are a specific type of multigenerational interactions. In segregating age cohorts, the strengths inherent in such diversity are not leveraged. In the workplace, multigenerational workforces have been characterized as something that needs to be managed and overcome. In contrast, intergenerational interactions happen when generational diversity is promoted and celebrated. Intergenerational interactions expand our storytelling potential and mutual capacity for the positive. Living, working and learning together creates a maximum mix that expands meaning and can potentially make magic.

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Purpose of AI Practitioner

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