

Appreciative Inquiry Facilitation Training Certification Report

Andrea Comeau

College of the North Atlantic – Qatar

March 2012

1. *Name and Contact Information:*

Co-facilitator: Rolene Pryor

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2. *Brief description of the organization, group, or community you worked with.*

College of the North Atlantic – Qatar (CNA-Q) opened in September 2002 through an agreement between the State of Qatar and College of the North Atlantic (CNA), in Canada. CNA-Q is Qatar's premier comprehensive technical college. With approximately 650 staff and 4500 full and part-time students, CNA-Q is one of Qatar's largest post-secondary institutions.

CNA-Q combines a Canadian curriculum and industry expertise in a number of program areas, including Business Studies, Engineering Technology, Health Sciences, Industrial Trades, Security, and Information Technology. Supporting these schools with foundational skills courses in language training, communications, mathematics and sciences is the department of Language Studies and Academics.

The faculty involved in this Appreciative Inquiry (AI) process was Mathematics (MA) Instructors who are part of the Language Studies and Academics department.

3. *List the names and/or category of stakeholders you included in the Core Group, the cross-section of people that helped you identify the topic and modify the Interview Guide.*

Chad Wheaton – Lead Instructor, Mathematics Department
Albert Dalton – Instructional Coordinator
Rolene Pryor - Manager Quality Assurance

4. *The positive topic for the Core Group was Celebrating Math Team Success.*

The positive topic focused on individual instructor "peak experiences" as part of the mathematics team. They were asked to talk about their biggest / most memorable success in the CNA-Q mathematics department.

Attached is the modified Interview Guide: See **Appendix A** for modified Interview Guide.

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5. *What method of interviews did people use to inquire into exceptionally positive moments, face to face paired interviews, or some other way?*

The interview session involved face-to-face paired interviews lasting 30 minutes – 15 minutes was allotted for each partner.

6. *Attach or include a list of the High Energy Themes (Life-Giving Forces, what they MOST wanted to create MORE of) that the group identified in the stories they shared.*

See **Appendix B** for a list of the High Energy Themes as identified by participants.

7. *Attach or include the Provocative Proposition(s) the group or organization created from the LGFs.*

The following are the provocative propositions, a.k.a. “preferred statements of the future”, that were created from our session and they also appear in **Appendix C**.

- **The CNAQ Math Team always has and always will put students first!**
- **The Math Team embodies excellence providing expert explanations while exceeding expectations exponentially.**
- **When you ‘add’ it up, the Math Team cannot be ‘divided’ – they ‘multiply’ student success and make a ‘real’ (not imaginary) ‘difference.’**
- **Math teachers, we see them here, we see them there; we see them everywhere. On PD, and in the lab, doing research, lots of gab. In the class and in the halls, the MHC and even in the malls! A brighter group no one can find, their motto is ... no one left behind!**
- **The Math Team are leaders at CNAQ in developing and using cutting-edge technology to enhance student learning.**

8. *Attach or include the organization, group or community's Strategic Intentions and the individual Commitments, Offers, and Requests that were created to realize the Provocative Proposition(s).*

The session provided a fantastic opportunity for group sharing of ideas, action and purpose. Future team collaborations were immediately discussed on Day 2 that has already developed into in-house PD sessions and collaborative sharing opportunities for materials development

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during this Intersession of classes (May to July). This information was gathered in the Commitment, Offers and Requests stage of the AI process.

See **Appendix D** for a list of the individual Commitment, Offers, and Requests as identified by participants.

9. Impact or Results: What organizational, group or community attitude, process or structure changes have people already made as they move toward realizing the Provocative Proposition(s)? What progress have people made toward their Strategic Intentions or Initiatives or Pilot Projects? What stories of success can you share?

This process was considered very successful from the point of view of the stakeholders and there was a lot of positive buzz from the participants after the first day. After the second day's session many participants thanked me personally for helping to facilitate the process as a PD session as they really felt that their voice was heard and that they had a high energy team experience over the course of the two days. This resulted in a lot of positive feedback and good energy within the math department as witnessed by engaging comments and collegial gatherings post PD training days.

As a next step, the Math team has made a plan for next semester, May 2012, with the Dean and Chair of the department. At this time, the Lead Instructor, Mr. Chad Wheaton, has identified two key themes to immediately start work on: Professional Development and Use of Technology. During the months of May and June, the Intersession semester, mini-workshops are being conducted to share knowledge among faculty for the teaching of statistics and the use of the graphing calculator. Another group is working on the use of iBook technology to create/transfer course materials into useable technology classroom applications. The Math Team plans to more fully implement some of the action ideas to move towards the preferred future when college resumes in September 2012

AI facilitation has been offered for follow up sessions in September, if required.

10. What will you do to ensure that people continue to move toward realizing the Provocative Proposition(s)? How will you help them gather stories of success? How will you help them celebrate? How will you, as the AI Facilitator, support their ongoing success?

I have offered to help with the facilitation of any follow-up sessions in Intersession (May/June 2012) or the fall semester in September 2012. My role as an AI facilitator for the initial AI sessions with the math department, as well as being a long-time member of the Academics faculty, both are strong reasons that I may be the likely candidate to continue the process with the math team, and help to facilitate the sessions in their plan for the future. I continue to support my colleagues in the Math department with encouragement for working towards their preferred future and commitments whenever we meet on campus, post training.

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11. *What did you wish for in the inquiry? What did you learn from the inquiry about yourself and your facilitation? What was your "personal best" experience related to facilitating the Inquiry?*

What did you wish for in the inquiry?

I wished that the math team would find the process rewarding, engaging and productive for the two half-day sessions. I wanted the process to reinforce the appreciative inquiry model some of them had experienced in the college-wide strategic planning sessions with Rolene Pryor and Kelly Saretsky. I was also wishing that they would find some exciting plans for the future of their department to help to maintain and build team-centered morale.

What did you learn from the inquiry about yourself and your facilitation?

From this particular inquiry I was able to experience the appreciative inquiry process from an active facilitator's perspective. The two sessions were well planned, ran smoothly and moved along efficiently. The participants were engaged, focused and followed the guidelines provided in the sessions. The team was positive and worked with high energy collaboratively and enthusiastically which was a real pleasure to observe in a collegial working environment.

I find myself taking a step back to analyze a situation, training or problem and to ask myself and participants '*what do I/we/you want more of*' so that I can approach the next step with a positive framework to seek and find the answers/results required. This approach shapes and colors my instructional planning and group work in class as well as many of my social interactions within this often diverse and difficult expat community in which I live in Qatar.

I have grown professionally as an instructor, facilitator and educational leader as a result of embracing AI facilitation methods in most aspects of my life. I originally participated in the AI Facilitator training in January 2011 just before I went on short term medical leave for bilateral hip revision. The hip surgery had a major impact on my life as it was a result of failed medical prosthetics that had been implanted only two years prior. Having just completed the AI training days before my first of two surgeries in January 2011, I found myself calm and positive which helped me through the next six months of rehab and physiotherapy so that I could return to work and move towards good health in the spring and summer of 2011. Throughout this academic year 2011-2012, my goal has been to have a positive impact on my students and to continue to my journey to good health and an appreciative outlook on life. I believe AI has helped me to re-think and reframe most of my interactions and certainly has improved my facilitation and instructional skills.

As an aside, I recently travelled to Cox's Bazaar in Bangladesh on a volunteer trip at the end of April with the college and Reach Out to Asia (ROTA) from Qatar. Our task was to work with teachers in non-formal education centers set up by Muslim Aid for Rohingya refugees from Myanmar. As instructors, we had no idea of the level of education or years of experience of the Bengali teachers we would be training in classroom teaching methods.

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As a group of CNAQ instructors on the trip, we decided to use the AI framework to help gain some quick information to help shape the two days of training so that we could have the most positive impact. We asked what was working well and what the teachers would like to learn more of. Their responses, as they related to teaching students, helped to ensure our content was appropriate and well intentioned. As one part of an activity for giving positive feedback, we again modeled AI by asking for feedback on the training in appreciative way. This worked exceptionally well and helped to keep the training positive and running smoothly – especially as everything had to be done through translation. I credit the overall success of the training to the fact that four of the ten CNAQ instructors in the 'train the trainers' group had taken the AI facilitation training and were able to keep the experience within the positive appreciative framework.

What was your "personal best" experience related to facilitating the Inquiry?

I thoroughly enjoyed listening to the interviews and discussions as I circulated around the room. The math team was engaged and focused resulting in good process and time management. It was wonderful to hear such positive dialogue from this group. All participants seemed to enjoy and acknowledge collectively the past successes within the department. Receiving positive feedback from participants and the stakeholders at the breaks and between sessions really enabled me to maintain energy and focus for the sessions as I could feel the participants' positive energy.

As shown with Communications AI session and the Health Sciences AI session, other departments within the college would likely benefit from the opportunity to go through this process, because as the college moves to implement the new five year plan, now is the time to help regroup and refocus working teams to collectively make changes, set goals, and achieve results.

12. Have you received permission from the "client" or "clients" to tell us their story? In other words, does Company of Experts.net have permission to share this story with others? If not, who would COE.net need to contact to receive permission?

Company of Experts is welcome to share the written experiences outlined in this document.

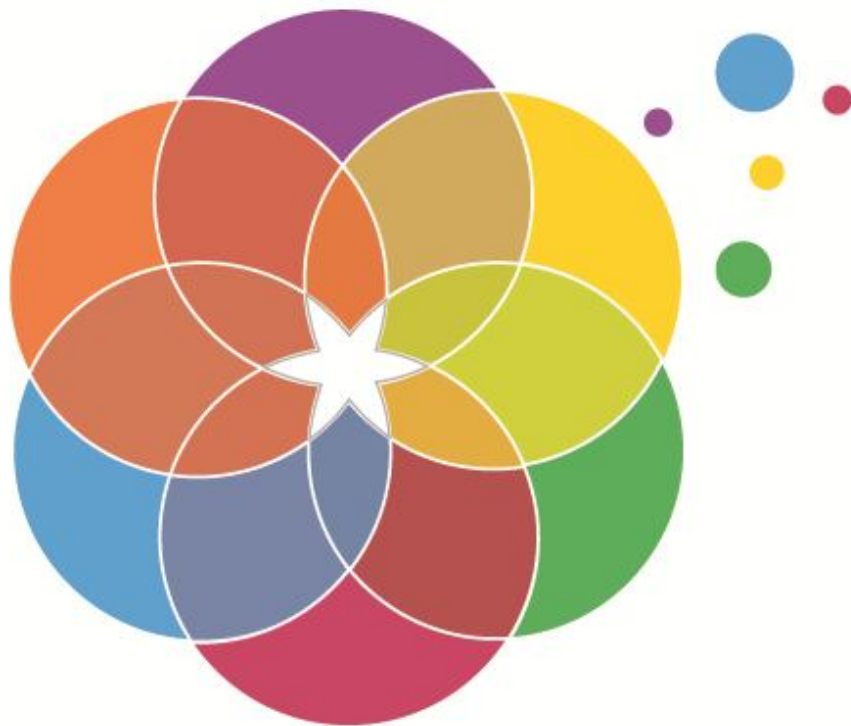
Appendices

- A. Interview Guide**
- B. High Energy Themes**
- C. Statements of the Preferred Future**
- D. Commitment + Offer + Request**
- E. Group Session Photos**

Appendix A

Interview Guide

Celebrating Math Team Successes



Creating the future...*together*
2011 – 2016

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Interview: Instructions

Using the following questions, interview your partner.

Feel free to ask follow-up questions, particularly if your partner seems excited about a particular topic. Listen carefully; take some notes in the space provided. Try to recall the best *stories* from your interview. Listen for any “quotable quotes”.



Interview: Peak Experience

The Math Team has had a very successful year. We have successfully partnered the instruction of MA1900 with I.T. instructors for team teaching; we have developed all of the TPP math booklets, created MA1026 math books with localized content and continue to develop in-house materials for math instructors and students including innovative use of digital resources.

Please tell me about your biggest / most memorable success in the CNA-Q Math department.

- What happened?
- Who was involved?
- How did you contribute to this success?

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Interview: Values

What do you value most about the Math department?

- How do you add to these values? What do you contribute?



Interview: Wishes for the future

The Math department has had a number of successes recently, particularly with the success of materials development and use of digital aids for students. Now, we would like to build on these successes as we move into the future.

What three **(3)** wishes do you have for the future of the Math department? What would you like to see *more* of as the Math group moves forward?

*“A team is a group of people
who go out of their way to
make each other look good.”*

Bob Farrell

Appendix B

High Energy Themes

teamwork
use of technology
practical PD sessions
students first
"cents" of humour
flexibility
collaboration
professionalism & dedication
sense of accomplishment
more technology (web pages)
quality of delivery
ongoing development of resources
focus on the quality of the product we deliver to the learner
sharing/ camaraderie
teamwork, helping, positivity, sharing, collaboration, positive work,
environment
professionalism & dedication
great teamwork
student focus

Appendix C

Statement of the Preferred Future

- 1. The CNAQ Math Team always has and always will put students first!**
- 2. The Math Team embodies excellence providing expert explanations while exceeding expectations exponentially.**
- 3. When you 'add' it up, the Math Team cannot be 'divided' – they 'multiply' student success and make a 'real' (not imaginary) 'difference.'**
- 4. Math teachers, we see them here, we see them there; we see them everywhere. On PD, and in the lab, doing research, lots of gab. In the class and in the halls, the MHC and even in the malls! A brighter group no one can find, their motto is ... no one left behind!**
- 5. The Math Team are leaders at CNAQ in developing and using cutting-edge technology to enhance student learning.**

Appendix D

Commitment + Offer + Request

[see attached Adobe file]

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Type (commitment, offer, request)	Idea	Name	Statement of the Preferred Future #
OFFER	I offer to meet with my colleagues to contribute to the development of lesson plans on video/ use of technology by more teachers in our Math Team	Loretta Power	#1 The Math Team are leaders at CNA-Q in developing and using cutting-edge technology to enhance student learning.
OFFER	I offer my time either during work or outside of work to learn and be part of a LMS.	Allison	
OFFER	One hour per week to participate and develop a LMS	Janine Ryder	
OFFER	I offer to be part of a seed group to learn to navigate a LMS and then assist my colleagues.	Chad Wheaton	
OFFER	I offer my time, approx. 1 hr/week, to work on LMS	Mary Moore	
OFFER	I offer to help in the development of a LMS	Wayne	#2 Teachers here/there ... more math teachers ...
OFFER	Start making an iBook for a math course	Ed	
OFFER	I offer time to aid someone in Stats 1670 calculator skill	Keith Senior	
OFFER	I offer one hour per week to work with new Instructor recruitment team	Jeff	
OFFER	To serve on any committee that would be formed to look at teacher recruitment and teacher procurement	Robert Rose	
OFFER	I offer to help any students to get help with either myself or set up sessions with peer tutors.	Waneta	#5 When you add it up ... student success
OFFER	self paced math book as alternative to delivery	Sarah T	
OFFER	I offer my time to discuss new/alternative teaching methods with my colleagues to give the students the best experience possible.	Linda Lord	
OFFER	I offer my time to assist other TPPMath 103/104 instructors to set-up modules for their courses.	Gary	
OFFER	I offer to spend 1 hour per week searching the Internet for videos for MA1025	Keith Bonnell	
OFFER	I offer everyday to share the little I have learned about teaching during the past 40 years with colleagues who may have enormous potential but little experience so far.	Adam	#1 - Cutting edge ... enhance student learning
OFFER	I offer to use two hours a month to get other faculty together to assist/ discuss ongoing projects.	Albert	
OFFER	I offer to you the opportunity to suggest ideas for scheduling and workload assignments.	Sarah Inkpen	
OFFER	To teach statistics to faculty - 2 hours	Samar Taleb	
OFFER	I offer one hour per week for material development	Will Riego	
OFFER	I offer one hour a week to help new and existing faculty members with teaching strategies	Marie	#4 - Learners first ...
OFFER	I offer to pair up with a 'new teacher' who wants to learn Business Math 1400		
COMMITMENT	To incorporate project based assessment	Sarah Inkpen	
COMMITMENT	I commit to reserve one hour per week in my calendar to work with a learning management system team!	Keith Senior	
COMMITMENT	Commit to take one hour/week in my calendar to learn, practice, and share ideas with faculty. (LMS)	Will	
COMMITMENT	I commit to offering software related workshop to assist colleagues in the improvement of their fluency.	Chad Wheaton	#4 - Learners first ...
COMMITMENT	I commit to one hour per week to learn something new!	Marie	
COMMITMENT	I commit to organize a monthly informal focus group with any interested teacher to discuss math lessons/ concepts, technology, etc.	Adam	
COMMITMENT	I commit to explore the possibility of 'project learning' in one of my courses.	Wayne	
COMMITMENT	I commit to agreeing to serve on a committee to look at a Learning Management System for our department	Gary	
COMMITMENT	I commit to making extra time available (in office) specifically to assist students struggling with math courses I teach.	Keith Bonnell	#4 - Learners first ...
COMMITMENT	I commit to developing a more formalized rescue plan for my students/classes starting with making a concentrated effort to connect with all students and report back to team on what works and what didn't	Sarah T	
COMMITMENT	I commit to developing a rescue plan to helping students in academic need	Allison	
COMMITMENT	I commit to do my best to become more aware of individual student barriers to learning mathematics & to encourage more interviews in my office with students and to work on developing their confidence in the subject	Mary Moore	

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Commitment, Offer, Request

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COMMITMENT	One hour a week to establish and implement a student run MHC	Janine	
COMMITMENT	I commit to providing different teaching techniques to help all students at all levels.	Samar Taleb	
COMMITMENT	I commit to work with a colleague to review/revise the course materials in the courses I teach (TPP MA104/105)	Loretta Power	#5 - When you add it up ... student success
COMMITMENT	I commit to collaborate/ discuss TPP Math 103/104 as a modular course with other colleagues.	Linda Lord	
COMMITMENT	I commit to upload all my teaching materials /ppts to sharepoint each semester.	Robert Rose	
COMMITMENT	I commit to the 'betterment' of this math department.	Ed	
COMMITMENT	Make corrections to answer keys.	Waneta	
COMMITMENT	I commit to look at other ways to assign workloads so that some flexibility can be created for instructors.	Albert	
COMMITMENT	I commit time from my schedule to work with a group on materials development given the availability of more teachers in the department.	Jeff	#2 - Teachers everywhere ...
REQUEST	To have an online space where instructors have the privileges to add/highlight cool things happening in the math department.		#1 - Cutting edge ... enhance student learning
REQUEST	I request that our math department have regular focus meetings to discuss new teaching methods & ideas	Allison	
REQUEST	I request that the math team meet for lunch once a week to discuss teaching strategies	Loretta	
REQUEST	I request that our math team strike a committee to actively pursue incorporating a learning management system in our department	Gary	
REQUEST	I request that our team develop a learning management system for the development of online resources for students	Wayne	
REQUEST	Learning Management System so I can delivery technology enhanced courses	Sarah Inkpen	
REQUEST	Training for e-portfolios	Waneta	
REQUEST	I request that peer tutoring among math students be re-instated, encouraged and used as much as possible.	Mary Moore	#4 - Learners first
REQUEST	I request that more effort is made at formalizing the peer tutoring process to make it more attractive to tutors and learners	Sarah T.	
REQUEST	I request that Senior Management stop messing up so that we are better able to do the job we know we can do, with skillful management and support.	Keith Bonnell	#2 - More math teachers ...
REQUEST	I request that our math team fill out a survey, re: the need for <u>more math teachers</u> , to present to Dr. Latifa/Management to help us help and put our students first!		
REQUEST	I request that we put together a plan to support the Dean's requests for more teachers	Samar Taleb	
REQUEST	I request that more math teachers be hired.	Robert Rose	
REQUEST	That our team has regular math-focused PD	Albert	
REQUEST	I request that projects that can be of benefit to the students/faculty receive more time and funding.	Janine	#5 - When you add it up ... student success
REQUEST	I request that TPP Math 103/104 be offered as student self-paced modules.	Adam	
REQUEST	I request that the Math Department provide more time each semester to allow for teaching sharing of ideas.	Loretta	
REQUEST	Our team meet on a regular basis for future planning	Marie	
REQUEST	I request that our team have future planning sessions to plan Math focused PD sessions.	Wliff	#3 - Excellence ... professionalism
REQUEST	I request more PD (math specific).	Keith Senior	
REQUEST	I request support in securing PD that is targeted to the teaching of mathematics.	Chad	
REQUEST	I request that our team meet to review some of these math courses with changes	Ed	

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Appendix E

