


# Session 12: Appreciative Coaching

CHARLIE MITCHELL




# Module 3

Coaching model for this module:
- Appreciative coaching

- ✓ How things feel
- ✓ Embodiment
- ✓ Learning
- ✓ Attachment




# Today we are exploring

- ✓ Appreciative Coaching, the history, theory and how you can use it in your practice
- ✓ Roots in appreciative inquiry
- ✓Strengths based
- ✓4Ds
- ✓Questions you might ask
- ✓Benefits of this approach in this module

# Appreciative Coaching History

**"Appreciative Inquiry":** a method of problem solving that was pioneered by David Cooperrider of Case Western Reserve University in the mid 1980s.

**Appreciation** means to recognize and value the contributions or attributes of things and people around us.

**Inquiry** means to explore and discover, in the spirit of seeking to better understand, and being open to new possibilities.

When combined, this means that **by appreciating what is good and valuable in the present situation, we can discover and learn about ways to effect positive change** for the future.

Appreciative Coaching: Prof Sara Orem applied Appreciative Inquiry principles to coaching in 2007, co-authoring a book by the same name

# 1. Discovery Stage

- ✓ Help coachee to **think positively and build self-esteem**, by discovering their strengths and sources of inspiration.
- ✓Ask questions like: **What are they most proud of?** What are the best aspects of their life? What do they want to achieve?
- ✓If their list of what they want to achieve highlight disappointments or fears, **help them to reframe the situation**, so that they can think more optimistically.
- ✓EG: if they talk about negative characteristics ("**I'm too quiet in meetings, I'm afraid to speak up**"), try to **reframe** this as a strength ("**You're contemplative and thoughtful. Let's think of examples when this has helped you**").
- ✓Ask questions about what excites them, what they value about themselves, work and relationships.
- ✓When positive and non-judgmental, they are more likely to let go of perceived problems, and to develop confidence and trust in the process.

# 2. Dream Stage

- ✓ Explore coachee's **hopes and expectations for themselves**
- ✓Encourage them to **create an exciting vision for the future**, by building on existing accomplishments and rediscovering passions they may have forgotten.
- ✓There are no boundaries or barriers here: they mustn't let fear stop them from "thinking big" and be willing to step outside their comfort zone.
- ✓You can do this with "possibility conversations."
- ✓Ask questions like: **Where do you see yourself in five years' time? Who are you with? Where do you live? What inspires you?**
- ✓Ask them to respond in an **active voice,** using the **present tense and incorporating positive language** so that they can step into the dream they visualize: "I'm enjoying… I feel… I hear… I smell… I taste… I touch…"

# 3. Design Stage

- ✓ Now you can work with your coachee on **how to turn their vision into reality**.
- ✓ Unlike other coaching methods, this stage is not about establishing concrete goals and objectives.
- ✓These might restrict them from being open to new or alternative opportunities.
- ✓Encourage them to **experiment with different objectives**, based on what they have achieved already and what they have shown they do well.
- ✓**What are your key priorities? How can you use your strengths to achieve them?**
- ✓Help them to make **mindful choices**, and **hold them accountable** so that they **commit to taking meaningful action**.
- ✓If something doesn't go to plan, **remind them of relevant successes** from the past and encourage them to try another approach.

# 4. Destiny Stage

- ✓The final stage is dedicated to **recognizing and celebrating the coachee's achievements and progress**.
- ✓Help them to identify **what's working, and explore how to create new habits** that work consistently.
- ✓For example, **celebrate with a friend or family member**. Explore how to link new habits to old habits such as brushing teeth, meal times, other regular habits.
- ✓ Ask them to choose an object or image that represents his goal. Ask where they could put it so that it **regularly reminds them of what they are striving for**.
- ✓Create an NLP anchor using finger and thumb as a reminder.

Terms taken from "Appreciative Coaching" by Orem, S.L., Binkert, J., and Clancy, A.L. Copyright © 2007

# 5 principles of appreciative coaching

## 1. The Constructivist Principle

The Constructivist Principle acknowledges that **we fashion our lives according to beliefs and experiences from our past, relationships we have now, and possibilities for our future**. This means that to a large degree we are in charge of our reality. If we don't like it, we have the power to change it.

- ✓The constructionist principle signals a belief in a world that is conditional. By this I mean that there are few things I hold as immutable, and **many/most things as changeable, flexible, or situational**.
- ✓I change as I age. My children, students and clients change as their relationships, jobs, geography, and degree of maturity changes. **My perceptions of what life is about change**.
- ✓I also believe that we make or affect our worlds and our reality together. **My relationships are as good as each of us makes them**. They are founded on agreements we make together, and **remain strong for as long as we co-create them in each moment**.

# 5 principles of appreciative coaching

## 2. The Positive Principle

The Positive Principle acknowledges that **encouragement and support help us to change and grow**.

- ✓This one is easy. **My positive emotions, conversation, actions, and interactions all lead to more satisfying and effective outcomes** for me and for those with whom I am in relationship.
- ✓**I am not perfect** at this. I whine, complain, and criticize. I think this is my natural state.
- ✓AND, **I'm happier and more effective when I act from a positive and enlivening attitude**.

# 5 principles of appreciative coaching

## 3. The Anticipatory Principle

The Anticipatory Principle acknowledges that **what we see and believe we can do, we will work toward doing**. If we can't see it (and believe it) we can't do it.

- ✓**I move and grow in the direction of what I anticipate**.
- ✓**My vision of what I and my clients can be informs my action** toward that vision.
- ✓If I see myself as a successful speaker to audiences of coaches and managers, if I see what I have to say to those audiences, **it is easier to move in the direction of that vision**.

# 5 principles of appreciative coaching

## 4. The Simultaneity Principle

The Simultaneity Principle acknowledges that **when we are genuinely curious, and ask positive and powerful questions, the questions themselves set direction**. Good questions point us in the direction of our thinking and action.

- ✓**A question or statement can cause me to change in the moment**, or to move from one direction to another.
- ✓When someone asks "Why do you do something in that way?" **the question causes me to wonder** whether there are other, better, shorter, or less stressful ways of doing that thing.
- ✓**Questioning and change can happen in the same moment**.

# 5 principles of appreciative coaching

## 5. The Poetic Principle

Acknowledges that **we can rewrite stories from our past in light of new experience**. The story of a past experience changes with our growth and new experiences. We understand our past selves with more compassion and project what we know now onto that past.

- ✓**I am always retelling my story in light of the way I see myself** and my world as of the present moment. Therefore something that happened to me in **the past is endlessly reinterpretable** as I understand myself and others better.
- ✓As I understand more, **I have greater compassion for myself** and others knowing that we are all "in process."
- ✓I was writing an essay this morning about a place I used to carry in my dreams as my safe place. As I began to write about this, I saw something completely new about this white room I had protected in my dreams as my safe space. **Poetry can do this. It can show us things about ourselves that have been previously unseen** or unknown.

https://www.saraorem.com/5-principles/

# Benefits of this approach in this module

Session 13: Embodiment practices – how things feel in our bodies

Session 14: Models of learning styles and preferences

Session 15: How people learn and change

Session 16: Attachment styles

Session 17: Adapting coaching to meet different needs

All of the above can be used with a strengths-based approach