

Access for Success
Sibiu
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Appreciative Inquiry

Lasse Berntzen
University of South-Eastern Norway

Help them become the persons they want

Appreciative inquiry

- Appreciative inquiry is grounded in positive psychology and informed by the action research process.
- Influenced by the works of David Cooperrider and Suresh Srivastva, appreciative inquiry provides a **nonjudgemental** approach to planning by focusing on “**positive visioning**” that identifies and builds on strengths of the existing programs



Appreciative Inquiry

Buskerud County
Municipality

Thor Heyerdahl
High School

Appreciative Interview

- Appreciative interview (or dialog) helps the student to reflect on what is good and how to get even better.
- The teacher works from the perspective that the students are competent to make their own choices by helping them establish goals and work in a structured way to achieve them.

Appreciative interview

- The student will be asked questions that create awareness about positive things in their lives and their opportunities.
- The teacher should not try to diagnose problems but instead focuses on the prospects. The questions need to be carefully crafted to be successful (**nonjudgemental**).
- The main idea is to talk about what is important for the student, not for the teacher.

Appreciative Interview

- A typical interview will start by asking about something positive.
- What was the best thing that happened today/this week/month?
- Has it always been like this?
- What makes you feel good?
- The answer will be a basis to build a good approach. It is a fishing expedition to get the student to tell stories about positive experiences.

Appreciative Interview

- An often-used tool is a graded scale.
- The scale can be used for well-being. The student is asked where he/she is now (e.g., 5).
- Where do you wish to be (e.g., 8)?
- How can you move to this new position?
- What would be the first step?

Appreciative Interview

- What would be your contribution, and how can other people help you? Have you been below your current position?
- What did you do to move from there to the current situation? Can you use this experience to move forward?
- How would you recognize the shift of position?
- What can I do to help you?
- The questions are adjusted due to the structure of classes and identifying most common difficulties.

Appreciative Interview

- Sometimes a situation will appear where a student does not volunteer for any positive experiences.
- “Everything is bad”, “No light at the end of the tunnel”.

Appreciative Interview

- In such cases, it is possible to use the miracle question.
- Think that tonight a miracle will happen. You awake, and everything has become as you wish it would be.
- What would your day at school be like? How did you relate to your classmates? How would it be at home?
- The miracle is a way to move forward from the state of hopelessness into some more constructive thinking.

Character Strengths and Virtues

Table 1

Classification of 6 Virtues and 24 Character Strengths (Peterson & Seligman, 2004)

Virtue and strength	Definition
1. Wisdom and knowledge Creativity Curiosity Open-mindedness Love of learning Perspective	Cognitive strengths that entail the acquisition and use of knowledge Thinking of novel and productive ways to do things Taking an interest in all of ongoing experience Thinking things through and examining them from all sides Mastering new skills, topics, and bodies of knowledge Being able to provide wise counsel to others
2. Courage Authenticity Bravery Persistence Zest	Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal Speaking the truth and presenting oneself in a genuine way Not shrinking from threat, challenge, difficulty, or pain Finishing what one starts Approaching life with excitement and energy
3. Humanity Kindness Love Social intelligence	Interpersonal strengths that involve "tending and befriending" others Doing favors and good deeds for others Valuing close relations with others Being aware of the motives and feelings of self and others
4. Justice Fairness Leadership Teamwork	Civic strengths that underlie healthy community life Treating all people the same according to notions of fairness and justice Organizing group activities and seeing that they happen Working well as member of a group or team
5. Temperance Forgiveness Modesty Prudence Self-regulation	Strengths that protect against excess Forgiving those who have done wrong Letting one's accomplishments speak for themselves Being careful about one's choices; <i>not</i> saying or doing things that might later be regretted Regulating what one feels and does
6. Transcendence Appreciation of beauty and excellence Gratitude Hope Humor Religiousness	Strengths that forge connections to the larger universe and provide meaning Noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life Being aware of and thankful for the good things that happen Expecting the best and working to achieve it Liking to laugh and tease; bringing smiles to other people Having coherent beliefs about the higher purpose and meaning of life

Character strengths and virtues

Wisdom and knowledge

- Creativity
- Curiosity
- Open-mindedness
- Love-of-learning
- Perspective

Courage

- Authenticity
- Bravery
- Persistence
- Zest

Character strengths and virtues

Humanity

- Kindness
- Love
- Social intelligence

Justice

- Fairness
- Leadership
- Teamwork

Character strengths and virtues

Temperance

- Forgiveness
- Modesty
- Prudence
- Self-regulation

Trancendence

- Appreciation of beauty and excellence
- Gratitude
- Hope
- Humor
- Religiousness

Character Strengths and Virtues

Procedure:

- Each student talks about a positive experience (something the student has accomplished/is proud of). The other students ask elaborative questions.
- One or more listeners pick three strength cards that match the storyteller.
- The listeners read the strength cards and explain why they chose these cards.
- The storyteller can then select the card or card he/her feels most comfortable with, “This is me”
- Finally, the storyteller reflects on how the identified strengths can be used.

Tools

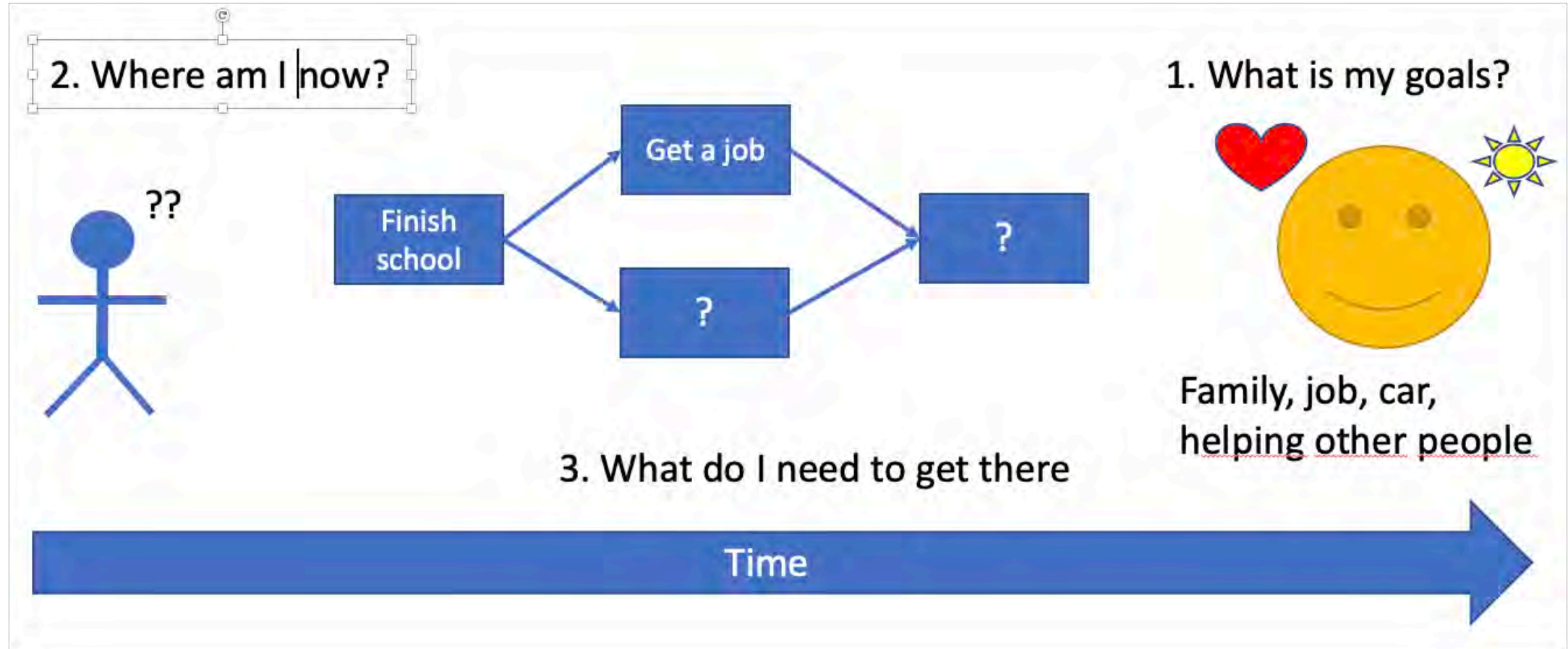
Essential tools

- Appreciative interview
- Character strengths and virtues

Supplementary tools

- Road map
- Growth tree
- Relation matrix
- Memory book
- Pictures

Road Map



Growth Tree



Relation Matrix

Relations to myself	Relations to the class
Parents/Family/Friends	Teacher relation

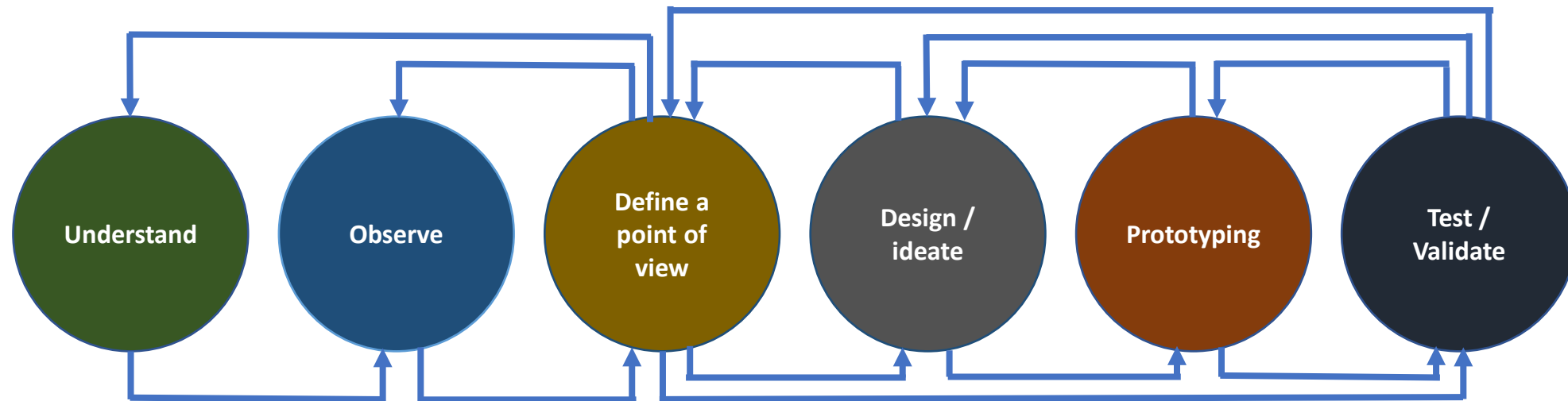
1. Each student describes some positive thoughts about himself/herself. Other students describe positive thoughts about their co-students. The student receiving feedback writes it in “relations to the class”.
2. The teacher writes at least three observations in teacher relation
3. Student approaches parents/grandparents/siblings and important persons in life
4. Student reflects on feedback and fills in the upper left quadrant

Memory Book and Pictures

- Statements on the wall
- Pictures on the wall
- Positive recognition



Design Thinking



Design Thinking vs. Appreciative Inquiry

Design Thinking

Emphasize
Identification of problem

Ideate
Analysis of possible solutions

Prototype
Develop Possible Solutions

Test
Pilot for implementability

Appreciative Inquiry

Discovery
Value the current strengths

Dream
What might be

Design
What should be

Destiny
What will be

DIAL process

- Focus on the best in people and situations.
- Facilitate positive emotions to create creativity and cooperation.
- Use powerful questions to inspire positive visions of the future.

Step 1

Purpose	Creating “positive emotions” based on “strengths.”
Focus	Current strengths and unique values.
Action	Facilitate a dialogue about program’s strengths and unique values.

Step 2

Purpose	Create a vision of what might be.
Focus	Future-focused
Action	Facilitate a dialogue about “possibilities.”

Step 3

Purpose	Define prototype of the “future” program.
Focus	Creative thinking
Action	Facilitate “outside the box” thinking to create a future model.

Step 4

Purpose	Refine the prototype based on realities
Focus	Contextualization
Action	Explore assumptions and realities to refine the prototype for local context.



lasse.berntzen@usn.no

Thank you for listening