



## See the Higher Self (Coach to Assets)

**WHAT:** See the Higher Self

**WHY:** Identify assets and strengths to leverage in other situations

**HOW:** Coach to Assets \*

### Begin with Self

*Prepare for your session:*

- Imagine the person at moments when you saw or heard her/them/him succeeding.
- Inhale *listen* / exhale *compassion*.

### With Leader/Teacher

- Inhale 4-counts / Exhale 8-counts to reset focus and be present.
- Ask leader to set intentions: Inhale what you need more of. *Example: Inhale Focus.*  
Exhale what you want to send out. *Example: Exhale Love.*

### Ask (Be Curious)

- “What success, big or small, have you recently had?” Or, narrow the frame to an area of development.
- “Tell the story of what you did to make this happen.”

### Honor Story (Listen) / Capture Strengths

- As they tell the story, write present tense verbs/phrases/States of Being that capture strengths.

### Imbue Them with Their Own Intelligence (Help Them Connect the Dots)

- Read strengths one at a time, asking after each one: “Is it clear to you how I might have heard this?”

### Shift to a Challenge/Problem/Idea to Address

- “What’s the challenge, problem or idea you want to address?” Or narrow the frame to area of development.

### Leverage and Imbue

- “Which of these strengths – or other strengths we’ve identified – can you leverage to address this?”

### Practice (if applicable)

- Practice conversation/meeting/lesson plan/PD using identified strengths.

### Close

- “What’s clearer to you now?”

### Repeat opening Inhale/Exhale

### Send Notes and Attach Applicable Resources

### Potential Traps

- Spending too much time capturing strengths.
- Writing strengths that are too specific to one situation.
- Naming the leader’s strengths for them instead of asking them to discover them through the story.
- Not noticing and/or not interrupting deficit-based language in the leader’s description of success.

\*Coaching to Assets works with students, too.