

APPRECIATIVE ADVISING: TRANSLATING THEORY INTO PRACTICE

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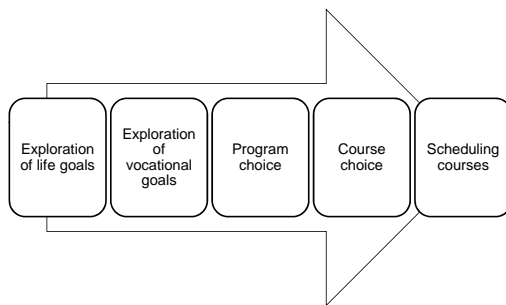
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Overview

- Defining Academic Advising
- Appreciative Advising
 - Defining Appreciative Advising
 - The Six Phases of Appreciative Advising
- Small Group Work

O'Banion's Definition

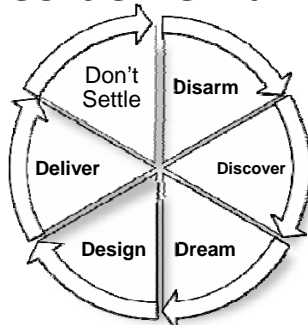


Appreciative Advising Definition

“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

*Bloom, J. L., Hutson, B. L., & He, Y. (in preparation). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

The Six Phases of Appreciative Advising



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Appreciative Advising Phases

- **Disarm** – Recognizing the importance of first impressions, create a safe, welcoming environment for students.
- **Discover** - Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.

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Appreciative Advising Phases (continued)

- **Dream** - Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.
- **Design** – Help students devise concrete, incremental, and achievable goals

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Appreciative Advising Phases (continued)

- **Deliver** – The students follows through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.
- **Don't Settle** – The advisor challenges the student to proactively raise the student's internal bar of self- expectations

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Disarm Phase

Disarm

Recognizing the importance of first impressions, create a safe, welcoming environment for students

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Definition of Disarm

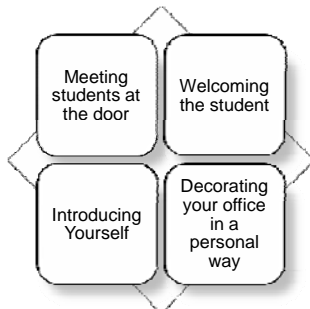
Disarm

- “To overcome or allay the suspicion, hostility, or antagonism of.
- To win the confidence of.”

<http://www.dictionary.com>

Important Advisor Behaviors

Disarm



*Bloom, J. L., Hutson, B. L., & He, Y. (in preparation). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Nonverbal Immediacy Behaviors

Disarm

- Gestures
- Vocal Variety
- Smiling at students
- Relaxed body posture
- Removal of distractions
- Eye contact
- Professional casual dress

Direct Quotes from Rocca, K. A. Presentation at the “Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning” conference, Northfield, MN. February 12, 2007

Verbal Immediacy Behaviors

Disarm

- Calling students by name
- Use of Inclusive pronouns
- Unrelated small talk
- Feedback to students
- Asking for student feedback
- Use of own first name

Direct Quotes from Rocca, K. A. Presentation at the "Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning" conference, Northfield, MN, February 12, 2007

Discover Phase

Discover

Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.

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Important Advisor Behaviors

Discover

- Asking positive follow-up questions that help clarify students dreams
- Open vs. closed questions

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Important Advisor Behaviors

Discover

Taking mental notes of the student's:

- Strengths
- Skills
- Passions
- Accomplishments

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Active Listening Skills

- Encouragers prompt the student to continue talking: head nods, "Uh-huh", repetition of key words
- Paraphrasing feeds back to the student a shortened, clarified version of singular statements.
- Summarizations are longer than paraphrases, feeds back a whole set of statements.

*Ivey, A. & Ivey, M. B. (2007). *Intentional interviewing and counseling* (6th Edition). Belmont, CA: Thomson Higher Education.

Discover Questions for Students

Discover

Describe a peak experience when you felt really good about yourself and/or what you accomplished.

Tell me a story about a time you positively impacted another person's life?

What would your friends say are your top three strengths?

Habley & Bloom - "Giving Advice that Makes a Difference"

Dream Phase

Dream

Help students formulate a vision of what they might become, and then assist them in developing their life and career goals

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Important Advisor Behaviors

Dream

- Listen purposefully
- Make connections between information from the Discover phase and dreams being shared during this phase. Is there congruency between the two phases?
- Encourage students to be open to the possibilities and remind them that there is more than one right answer

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Dream Questions for Students

Dream

Magazine/Journal question

20 years from now, what will your ideal work day be like?

What are your life goals?

What are your top three goals during your undergraduate education?

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Design Phase

Design

Help students devise concrete, incremental, and achievable goals

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Important Advisor Behaviors

Design

- Explain technical info in easy to understand language
- Avoid confusing acronyms
- “That’s a good question”

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Design Phase Developing an Action Plan

Design

- Work together to set goals and specific sub-goals
- Establish a realistic timeline for accomplishment of goals
- Clarify who is responsible for what by what date

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Design Questions for Students

Design

What steps do you need to take during your undergraduate career to achieve your most important life, career, and undergraduate education goals?

Let's brainstorm on the resources you will need to accomplish these goals and objectives.

How will you celebrate the accomplishments of these goals?

Habley, W. R., & Bloom, J. L. (2007). Giving advice that makes a difference. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 171-192). San Francisco: Jossey-Bass.

Deliver Phase

Deliver

The students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.

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Important Advisor Behaviors

Deliver

- ✓ Review what you have accomplished in this session
- ✓ Review the student's responsibilities and your responsibilities and the deadlines you have co-established
- ✓ Encourage the student to contact you with any problems or concerns
- ✓ Reiterate your confidence that the student can indeed accomplish the goals set forth

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Energizing Students to Be Their Best

Deliver

"Simply put, a leader's job is to energize others. Notice that I don't say it's part of their job; it is their job. There is no 'time off' when a leader isn't responsible for energizing others. Every interaction a leader has is either going to positively energize those around them or negatively energize them" (p. 297).

Tichy, N. M. (2002). *The Leadership Engine*. Harper Collins Publishers Inc., New York.

Deliver Phase Questions for Students

Deliver

How and when will you keep me updated on your progress?

What will you do if you run into roadblocks?

What will you do if you think your goals may be changing?

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Don't Settle Phase

Don't Settle

The advisor challenges the student to proactively raise the student's internal bar of self- expectations

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Don't
Settle

**“Good is the
enemy of
great”**

*Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: HarperCollinsPublishers.

Don't
Settle

**“We don't have great
schools, principally because
we have good schools. Few
people attain great lives, in
large part because it is just
so easy to settle for a good
life.”**

*Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: HarperCollinsPublishers.

Don't
Settle

Key Features

- **Challenge and Support**
- **The Power of High Expectations**
- **Raising the Bar**
- **Virtuous Cycles**

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Don't
Settle

Don't Settle Questions

- You have done great so far, but what is one thing that you could do even better?
- If you were going to raise your own internal bar of expectations, what would that mean?
- What would happen if I challenged you to become the best you that you could possibly be? What would you need to do differently?

Want to learn more?

<http://www.appreciativeadvising.net>

References

- **Bloom, J. L., Hutson, B. L., & He, Y. (2008).** *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.
- **Bloom, J. L., Cuevas, A. E. P., Evans, C. V., & Hall, J. W. (2007, Fall).** Graduate students' perceptions of outstanding graduate advisor characteristics, *NACADA Journal (27)2*, 28-35.
- **Bloom, J. and Martin, N.A. (2002, August 29).** Incorporating appreciative inquiry into academic advising. *The Mentor: An Academic Advising Journal*, 4 (3). <http://www.psu.edu/dus/mentor/020829ib.htm>
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