APPRECIATIVE ADVISING

NATALIE FADEL, PSY.D.
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THE PRIVILEGE OF WORKING IN HIGHER EDUCATION

“EDUCATION IS THE MOST POWERFUL MEANS OF INCREASING INDIVIDUAL OPPORTUNITY AND CREATING MORE PROSPEROUS, FAIR, AND JUST SOCIETIES. SO TO HAVE THE PRIVILEGE OF PARTICIPATION IN THAT MISSION IS AS MUCH AS ANYBODY COULD HOPE FOR IN LIFE.”

-B. JOSEPH WHITE, UNIVERSITY OF ILLINOIS
CO-FOUNDER OF THE APPRECIATIVE ADVISING AND APPRECIATIVE EDUCATION MOVEMENTS

JENNIFER L. BLOOM, ED.D.
ASSOCIATE PROFESSOR AND COORDINATOR,
HIGHER EDUCATION LEADERSHIP PROGRAM
FLORIDA ATLANTIC UNIVERSITY
Partial List of Institutions with Appreciative Advisers

- Grand Valley State University
- Tarrant County College
- Michigan Ross School of Business
- Rollins College
- Florida State College at Jacksonville
- Florida Atlantic University
- University of South Carolina
- The University of North Carolina at Greensboro
APPRECIATIVE ADVISING- DEFINITION

“THE INTENTIONAL COLLABORATIVE PRACTICE OF ASKING POSITIVE, OPEN-ENDED QUESTIONS THAT HELP STUDENTS OPTIMIZE THEIR EDUCATIONAL EXPERIENCES AND ACHIEVE THEIR DREAMS, GOALS, AND POTENTIALS.”
OBJECTIVES

1. HAVE MORE CONFIDENCE IN YOUR ABILITY TO POSITIVELY IMPACT STUDENTS’ LIVES
2. UNDERSTAND AND APPRECIATE THE IMPORTANT CONTRIBUTIONS ADVISORS MAKE TO THE CAMPUS COMMUNITY
3. IDENTIFY YOUR ADVISING STRENGTHS AND PURPOSES
4. INCORPORATE APPRECIATIVE ADVISING PRINCIPLES AND PRACTICES IN YOUR ADVISING SESSIONS
5. BUILD STRONGER RAPPORT WITH STUDENTS
6. IDENTIFY STRATEGIES FOR IMPLEMENTING APPRECIATIVE ADVISING
7. IDENTIFY AND UNDERSTAND HOW TO LEVERAGE RESOURCES IN THE CAMPUS ENVIRONMENT TO ACHIEVE APPRECIATIVE CHANGE
BASIC ASSUMPTIONS OF APPRECIATIVE ADVISING

- EVERY STUDENT HAS THE POTENTIAL FOR SUCCESS.
- EACH STUDENT POSSESSES UNIQUE STRENGTHS.
- THROUGH EXPLORATIONS OF THEIR BACKGROUNDS, PAST EXPERIENCES, PRESENT STATUS AND RELATIONSHIPS, FUTURE GOALS AND DREAMS, STUDENTS CAN IDENTIFY SOURCES OF THEIR OWN STRENGTHS.
- NOT ALL STUDENTS HAVE IDENTIFIED THEIR STRENGTHS, OR THE STRATEGIES NECESSARY TO UTILIZE AND DEVELOP THESE STRENGTHS.
- ADVISORS PLAY AN IMPORTANT ROLE IN EVERY STUDENT’S JOURNEY TO OPTIMIZE HIS/HER EDUCATIONAL EXPERIENCES AND ENHANCE SELF-KNOWLEDGE.
- ADVISORS MUST BE AWARE OF HOW THEIR OWN PERSPECTIVE, ATTITUDES, AND LANGUAGE IMPACT THE ADVISOR-STUDENT RELATIONSHIP.
1. Call to Adventure
2. Assistance
3. Departure
4. Trials
5. Approach
6. Crisis
7. Treasure
8. Result
9. Return
10. New Life
11. Resolution

Status Quo
1. The D.O. Calling
2. D.O. Assistance
3. Orientation Day / OMS I
4. OMS I & 2 Curricul um
5. The Center
6. COMLEX
7. Passing Boards
8. OMS IV - Matching
9. Graduation Day
10. Now a D.O.
11. Doctor ...

Ordinary World

Special World

The Center for Institutional, Faculty, and Student Success

I matched!

COMLEX-USA 2014
National Board of Osteopathic Medical Examiners

Daily Life
The 6 Phases of Appreciative Advising

DISARM

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

Disarm Phase
Prerequisite

Believe in the goodness of
each student who walks
through your door. Treat
them like you would want
your son/daughter/best friend
treated.

Important Pre-Appointment Considerations

How do you prepare?

Immediacy Behaviors

Principle: "People are drawn toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer."

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
BASICS OF A WARM WELCOME

The Four S’s

Smile!

Stand!

Shake hands!

See!
REFLECTIVE PROCESSING

Suggested Questions:

- How accurate were your self-perceptions when compared to your partner’s list?
- Did your partner circle any traits that surprise you?
- What reasons explain discrepancies between the two lists?
- Are you happy with the first impression that you made?
- What do you think your students or colleagues would circle on the sheet?
- If a change is warranted, how could you alter the first impression given?
- Do you think students are aware of the first impression they give?
“To identify (a person) as a potentially prominent performer”

http://www.dictionary.com
Whatever you do... BE AUTHENTIC.

be inspired to inspire incredible

ENJOY THE SILENCE

SHARE YOUR STORY

CELEBRATE diversity
4 ATTENDING BEHAVIORS: THE “3 V’S + B”

- **VISUAL**--EYE CONTACT
- **VOCAL QUALITIES**--TONE AND RATE OF SPEECH
- **VERBAL TRACKING**--STICKING TO THE SUBJECT
- **BODY LANGUAGE**--AUTHENTICITY
IDENTIFY THEMES

- Listen for recurring themes (both underlying and overt) throughout the conversation and take mental notes.

- Find the balance of listening, mentally processing/filtering, and participating. It takes practice!

- Use paraphrasing, summarizing, and encouraging behaviors that helps students feel more comfortable in sharing their stories.

- Help students reconstruct their narratives by offering new perspectives of past experiences (re-story stage).
## Appreciative Advising Inventory

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>1.</td>
<td>I am committed to being a life-long learner.</td>
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<td>2.</td>
<td>I am committed to earning a degree.</td>
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<td>3.</td>
<td>I attend all my classes.</td>
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<td>4.</td>
<td>College is preparing me for a better job.</td>
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<td>5.</td>
<td>I have a commitment to self-development and personal growth.</td>
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<td>6.</td>
<td>I have a strong desire to get good grades.</td>
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<td>7.</td>
<td>At the present time, I am actively pursuing my academic goals.</td>
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<td>8.</td>
<td>It is important to help others and I do so on a regular basis.</td>
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<td>9.</td>
<td>When challenged, I stand up for my beliefs and convictions.</td>
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<td>10.</td>
<td>I take personal responsibility for my actions and decisions.</td>
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<td>FIND THE DISCREPANCIES</td>
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<td>• Is there a disconnect between what they hope to do and the steps they are taking towards their goals?</td>
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<td>• Explore options and emphasize the validity in making alternate choices should circumstances or situations change.</td>
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<td>• Encourage “zooming out”</td>
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<td>• How do you think you’ll feel about this 1 year, 5 years, 10 years from now?</td>
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Important Advisor Behaviors

MORE THAN ONE RIGHT ANSWER

TEACH STUDENTS HOW TO MAKE DECISIONS

1. HELP STUDENTS BRAINSTORM OPTIONS.
2. DISCUSS PROS AND CONS OF EACH OPTION.
3. ENCOURAGE STUDENTS TO THOROUGHLY RESEARCH THEIR OPTIONS AND HELP DETERMINE POSSIBLE RAMIFICATIONS (INTENDED AND UNINTENDED) OF EACH OPTION.
- **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)

- **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?

- **Achievable:** Stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?

- **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?

- **Time-bound:** Set 1 or more target dates, the “by when” to guide your goal to successful and timely completion (include deadlines, dates and frequency)
What can you do in the next week to move one step closer to at least one of your goals?

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

Are we pushing ourselves to create the best plan possible?

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Co-Creating a Plan

Bandura, A. Self Efficacy: The Exercise of Control, p. 218
COMMUNICATION STRATEGIES FOR CO-CREATING

1. PROVIDE POSITIVE FEEDBACK
   EXAMPLES: “EXCELLENT!” “YOU’RE RIGHT.” “THAT’S A GOOD QUESTION.” “GREAT IDEA!”

2. BE AWARE OF THE “CURSE OF KNOWLEDGE”
   - AVOID USING CONFUSING INSTITUTION- OR POSTSECONDARY-SPECIFIC ACRONYMS AND/OR MEDICAL JARGON

3. OCCASIONALLY STOP AND CHECK IN WITH THE STUDENT TO ENSURE HE/SHE UNDERSTANDS
   EXAMPLE: “IS THERE ANYTHING THAT I HAVE DISCUSSED THAT YOU DIDN’T UNDERSTAND?”
CREATORS: People who take full responsibility for their behaviors and beliefs, and have an INTERNAL LOCUS OF CONTROL.Creators believe they compose their own lives and choices.

VICTIMS: Do not take full responsibility for their behaviors and beliefs; they see themselves as casualties of life. Victims have an EXTERNAL LOCUS OF CONTROL.

Every day, individuals choose to respond to situations as a creator or a victim.
Example of Victim-Creator Road Map

- **Choice**
  - **Creator**
    - Taking Actions
      - Often Achieves
      - Seeking Solution
      - Trying Something New
      - Ideal Life
  - **Victim**
    - Stimulus
      - Blaming
      - Excusing
        - Complaining
        - Repeating Behavior
        - Seldom Achieves Goals

Ideal Life - Creator Road Map
Example of Victim-Creator Road Map

- Creator
- Often Achieves
- Trying Something New
- Taking Actions
- Stimulus
- Seeking Solution
- Choice
- Decides to Quit Blaming Others
- Complaining
- Blaming
- Excusing
- Repeating Behavior
- Seldom Achieves Goals
- Victim

Road Map
Problem: “Finding a parking space is so frustrating. The school shouldn’t let noncommuters have cars.”

Solution: “I know I can find a space if I just come a little earlier.”

Problem: “I have always had a difficult time with anatomy. I feel like I can’t pass the anatomy lab requirements.”

Solution: “I need to go to tutoring and meet with my professor to get some help with anatomy because it’s not my strongest subject.”
WRAPPING UP

Review and summarize the accomplishments made in the session
END THE CONVERSATION WELL

KEY GOALS:

- Review of the accomplishments made in the session
- A reminder of the student’s and advisor’s responsibilities and the co-established deadlines
- Encouragement of the student to contact the advisor with any problems or concerns
- A reiteration of confidence in the student regarding the accomplishment of the goals set forth
END THE CONVERSATION WELL

• THE LAST IMPRESSION THAT THE STUDENT HAS OF THE SESSION WILL REMAIN WITH HIM/HER.
• BEING “MOTIVATOR” IS AN IMPORTANT ASPECT OF APPRECIATIVE ADVISING
• REMIND THE STUDENTS NOT TO PANIC IN THE FACE OF OBSTACLES

“ORDINARY PEOPLE BELIEVE ONLY IN THE POSSIBLE. EXTRAORDINARY PEOPLE VISUALIZE NOT WHAT IS POSSIBLE OR PROBABLE, BUT RATHER WHAT IS IMPOSSIBLE. AND BY VISUALIZING THE IMPOSSIBLE, THEY BEGIN TO SEE IT AS POSSIBLE.” (CARTER-SCOTT, 2006)
Deliver Phase Questions

What will you do if you run into road blocks?

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

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

FOLLOWING UP

- **Written follow-up**: email the student to check in on progress and follow through.

- **In person follow-up**: schedule a follow-up meeting before the student leaves or via email after the meeting.
OBJECTIVES FOR THE FOLLOW-UP MEETING:

- Re-establish rapport
- Revisit the Discover, Dream, and/or Design stage for student with changed goals
- Re-prioritize goals
- Get update on student progress since the last appointment & assess progress toward goals
- Provide positive reinforcement as appropriate
- Remind the student that she/he can return when encountering roadblocks
DON'T SETTLE

GOOD IS THE ENEMY OF GREAT

-JIM COLLINS

VIRTUOUS CYCLE

Advisors are instrumental in guiding and reminding students to create and maintain positive self-reinforcing cycles of thoughts, emotion, and actions—building on successes.

Virtuous cycle is the exact opposite of a downward/vicious cycle when the student becomes so consumed by self-doubt and emotions that the negative chain of events is difficult to break.

Students need to experience success in order to believe they can accomplish the larger goals. Advisors highlight the important strengths that students demonstrate and their successes they accumulate based on accomplishments made during the Deliver phase.
DON’T SETTLE PHASE FOR ADVISORS

- HAVE HIGH SELF-EXPECTATIONS AS AN ADVISOR AS WELL!
- DON’T SETTLE PHASE IS ABOUT SELF-MONITORING AND SELF-CHALLENGING TO PROMOTE PERSONAL GROWTH

ARE YOU DOING ONLY WHAT IS NECESSARY TO MEET THE STATUS QUO AS AN ADVISOR?

OR

ARE YOU GOING THE EXTRA MILE TO RAISE YOUR OWN BAR?
<table>
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<tr>
<th>Appreciative Advising Stages and Features</th>
<th>Good</th>
<th>Better</th>
<th>Evaluation</th>
<th>Best</th>
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<td><strong>Disarm</strong></td>
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<td>1: Warm Welcome</td>
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<td>2: Safe and Comfortable Environment</td>
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<td>3: Appropriate Self-disclosure</td>
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<td>4: Appropriate Nonverbal Behavior</td>
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<td><strong>Discover</strong></td>
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<td>5: Effective Open-Ended Questioning</td>
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<td>6: Attending Behavior and Active Listening</td>
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<td>7: Strength-Based Story Reconstruction</td>
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<td><strong>Dream</strong></td>
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<td>8: Creating Powerful Images</td>
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<td>9: Prospective Framework for Dreaming</td>
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<td>10: Making Purposeful Connections between the Dream and Discover Phases</td>
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<td><strong>Design</strong></td>
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<td>11: Teach Students How to Make Decisions</td>
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<td>12: Provide Positive Feedback</td>
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<td>13: Be Aware of the Curse of Knowledge</td>
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<td>14: Making Effective Referrals</td>
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<td><strong>Deliver</strong></td>
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<td>15: Energize Students to be their Best</td>
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<td>16: Engender Academic Hope</td>
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<td>17: End the Conversation Well</td>
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<td>18: Follow up</td>
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<td><strong>Don't Settle</strong></td>
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<td>19: Challenge and Support</td>
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<td>20: Raise the Bar</td>
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<td>21: Virtuous Cycle</td>
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<td><strong>Advisor focuses only on the content of advising; considers advising as facilitating course registration. Student does not feel engaged or connected.</strong></td>
<td>Advisor focuses on both content and the student in advising. Student provides some input in the discussion.</td>
<td>Advisor makes personal connections with the student in advising; considers advising as student-centered. Student feels engaged and makes personal connections with the advisor.</td>
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<td><strong>Advisor asks strength-based questions. Student reflects on past experiences.</strong></td>
<td>Advisor asks strength-based questions based on student stories. Student reflects on assets.</td>
<td>Advisor not only asks questions, but also reconstructs the stories to highlight student assets. Student tells and listens to their stories with their assets highlighted.</td>
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<td><strong>Advisor asks about student's future plan. Student is encouraged to think about the future.</strong></td>
<td>Advisor encourages student to dream of the future. Student creates future images in day dreams.</td>
<td>Advisor facilitates student dreaming based on the assets discovered. Student constructs future image based on strengths and assets.</td>
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<td><strong>Advisor constructs academic plan for the student. Student is informed.</strong></td>
<td>Advisor constructs academic plan based on student input. Student is informed and her/his comments and input are valued.</td>
<td>Advisor facilitates student constructing his/her own academic plan and provides input and feedback. Student is the designer of the plan and advisor's input is valued.</td>
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<td><strong>Advisor completes the session with the student and considers it the end of advising. Student is left alone to follow the plan and strive for academic success.</strong></td>
<td>Advisor encourages the student to follow up and keep advisor informed of her/his academic life. Student knows that they can seek advisor to address further questions.</td>
<td>Advisor designs plan for follow-up before conversation ends and follows up with the student in a consistent manner. Student is monitored and facilitated between advising sessions.</td>
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<td><strong>As long as the designed plan has been followed, both the advisor and the student are satisfied.</strong></td>
<td>Advisor encourages student to set higher expectations after initial success.</td>
<td>Advisor has high expectations for the student and purposefully provides challenge and support to encourage student to have high self-efficacy.</td>
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