



APPRECIATIVE ADVISING

PRESENTED BY: DR. NATALIE FADEL, PSY.D, DR. EDWARD MAGALHAES, PH.D., LPC AND DR. MARY ANN TAYLOR, PH.D.

KEY APPRECIATIVE ADVISING FEATURES BY STAGE

Appreciative Advising Stages

Disarm

Discover

Dream

Design

Deliver

Don't Settle

Key Features

Warm welcome
Safe and comfortable environment
Appropriate self disclosure
Appropriate non-verbal behavior

Effective open-ended questioning
Attending behavior & active listening
Strengths-based story
Reconstruction

Creating powerful images
Prospective framework for dreaming
Make purposeful connections between the Dream and Discover phases

Teach students how to make decisions
Provide positive feedback
Be aware of the "curse of knowledge"
Making effective referrals

Energizing students to be their best
Academic hope
Ending the conversation well
Following up

Challenge and Support
Raising the bar
Virtuous Cycle

Tool Box

Self-reflection
Generate one's own narratives in advising

Appreciative Advising inventory
Appreciative Advising questions
Note-taking strategies
Buckingham's (2007b) Trombone Player Wanted

Guided imaging
Interview
Four-corner index cards

Backward designing
Graphic organizers
Personal presidential cabinet
Glossary list for academic advising
Victim/creator language

Follow up
Questions to close the meeting with students

Appreciative Advising rubric
Personal success letters
Simple truths web slideshow

APPRECIATIVE ADVISING INVENTORY

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1. I am committed to being a life-long learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am committed to earning a degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I attend all my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. College is preparing me for a better job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a commitment to self-development and personal growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have a strong desire to get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. At the present time, I am actively pursuing my academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. It is important to help others and I do so on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When challenged, I stand up for my beliefs and convictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I take personal responsibility for my actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have a strong desire to make something of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I'm good at planning ahead and making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe in myself and my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have built positive relationships with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel that I have control over many things that happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I feel good about being a college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel positive about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Right now I see myself as being pretty successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. At this time, I am meeting the goals I have set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. If I should find myself in a difficult situation, I could think of many ways to get out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I can think of many ways to reach my current goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPRECIATIVE ADVISING INVENTORY

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
23. I feel that my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I feel loved by my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I value my parents' advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I know at least 3 people who work at my university that I can go to for advice and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. It is important that I not let my professors or teachers down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I participate in community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Someone outside my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. My parents support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. My close friends support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. My university is a caring, encouraging place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I feel valued and appreciated by my fellow students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I have at least 2 adults in my life that model positive, responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. My best friends model responsible behavior. They are a good influence on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I participate in activities on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. It is important for me to consider social expectations while making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I seek the opinions of my family when faced with major decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I seek the opinions of my friends when faced with major decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The values of my institution are consistent with my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I am working hard to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I have good time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I turn in all my assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I successfully balance my academic pursuits with my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPRECIATIVE ADVISING INVENTORY FOLLOW-UP QUESTIONS

COMMITMENT TO LEARNING

1. I am committed to being a life-long learner.
2. I am committed to earning a degree.
3. I attend all my classes.
4. College is preparing me for a better job.
5. I have a commitment to self-development and personal growth.
6. I have a strong desire to get good grades.
7. At the present time, I am actively pursuing my academic goals.

- Tell me about a time when you felt motivated to do well in school. What was your motivation?
- Tell me about a time when you felt that you were actively engaged in learning. How did you feel? What made you feel engaged?
- Tell me about a time when you enjoyed doing class projects or assignments. How did you feel? Why do you think you enjoyed it?
- Tell me about a time when you volunteered at your school? Why did you choose to do that?
- Tell me about a time when you experienced academic success in college. Why do you consider that a success? What did you do to make it successful? Who helped you?
- Describe what your ideal college life looks like. Why?
- What impact will your college degree have on your life? How do you envision your life being different because of the degree?

POSITIVE VALUES

8. It is important to help others and I do so on a regular basis.
9. When challenged, I stand up for my beliefs and convictions.
10. I take personal responsibility for my actions and decisions.
11. I have a strong desire to make something of my life.

- Tell me about a time when you helped out a person in your life.
- Tell me about a time when you stood up for your beliefs and convictions, even when it may not have been easy to do so.
- When was the last time that you handled a difficult situation well? What strategies did you utilize in handling it?
- What obstacles have you overcome to be successful as a college student here?
- How are you going to make the world a better place during your time on this planet?
- How are you going to make the campus a better place than you found it? What are your most important values? How do you live out these values?
- Who in your life was the most influential in helping you develop these values?

APPRECIATIVE ADVISING INVENTORY

SOCIAL COMPETENCIES

12. I'm good at planning ahead and making decisions.

13. I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.

14. I believe in myself and my abilities.

15. I have built positive relationships with my friends.

- Tell me about a time with you made a difficult decision that turned out well.
 - Tell me about a time when you did a great job of planning ahead.
 - Tell me about a time when you worked together with a person from a different cultural, racial and/or ethnic background.
 - What single accomplishment in your life has boosted your self-confidence the most?
 - Tell me about a time when you went out of your way to build a relationship with a new person.
 - What is the nicest thing that you have ever done for someone else?
 - What is the nicest thing that one of your friends has ever done for you?

POSITIVE IDENTITY

16. I have control over many things that happen to me.

17. I feel good about being a college student.

18. I feel positive about my future.

19. Right now I see myself as being pretty successful.

20. At this time, I am meeting the goals I have set for myself.

21. If I should find myself in a difficult situation, I could think of many ways to get out of it.

22. I can think of many ways to reach my current goals.

- Tell me about a time when you faced a challenge but felt you had control over the outcome. In what ways did you exercise this control?
 - What is the best part of being a college student?
 - Describe your life 5 and 10 years after graduation. Where will you live? What will your work/career be like? What is the role of family? How do you spend your leisure time?
 - Describe your biggest success to date.
 - Describe your biggest success in college. Why is this a success? What role did you play in making this a success?
 - Tell me about a tough situation you have faced while in college and how you got out of it. What specific tools (e.g., behaviors, beliefs, support systems) did you use to get out to this situation?
 - Tell me about a current goal. What is one thing you have done in the past week/month to move toward reaching that goal?
 - Tell me about a current goal. What is your plan to achieve that goal? If this plan doesn't work, tell me about another way you could achieve this goal.

APPRECIATIVE ADVISING INVENTORY

SUPPORT/CONNECTEDNESS

23. I feel that my family supports my educational pursuits.

24. I feel loved by my family.

25. I value my parents' advice.

26. I know at least 3 people who work at my university that I can go to for advice and support.

27. It is important that I not let my professors or teachers down.

28. I participate in community activities.

29. Someone outside my family supports my educational pursuits.

30. My parents support my educational pursuits.

31. My close friends support my educational pursuits.

- Can you share a specific instance when your family showed support of your educational pursuits?
 - Other than financial, how do your parents take an active interest in your educational success?
 - How would you describe your relationship with your parents?
 - Describe your parents' way of giving you advice. How do you typically respond to their advice?
 - If you were going to go to someone other than a parent for advice, who would that be?
 - Can you think of a person at your university to whom you could go and talk about life decisions? Career decisions? Personal decisions? Do you have a similar relationship with any other individuals at the university?
 - Tell me about a positive relationship you have or have had with a professor at the university.
 - Explain how the values of your university are consistent with your own.
 - Could you elaborate on your relationship with those closest to you at the university? How have you drawn support from each other?
 - In what kind of community activities are you involved? How so they make you feel strong?

EMPOWERMENT

32. My university is a caring, encouraging place.

33. I feel valued and appreciated by my fellow students.

34. I have at least 2 adults in my life that model positive, responsible behavior.

35. My best friends model responsible behavior. They are a good influence on me.

36. I participate in activities on campus.

- Tell me about a time when you felt that the university was a caring, encouraging place.
 - Who are the two most positive, influential role models in your life? Why do you admire them?
 - Tell me about a time when you saw one of your best friends model responsible behavior.
 - What is the best activity in which you have participated on campus? Why?
 - Tell me about a time when a fellow student helped you or someone else in a time of need?
 - Who is your best friend? What do you admire most about this person?
 - Tell me about a time that you have had a positive impact on another person's life.
 - Tell me about a time when someone else has had a positive impact on or made a difference in your life.
 - What new club or activity on campus would you be inclined to join? Why?
 - What new special interest club on campus would you initiate? Why? How would you go about starting such a club?
 - What is one thing that you could do to help the university become a more caring, encouraging place?
 - When you graduate, what do you hope will be your legacy? What do you hope to take with you?

APPRECIATIVE ADVISING INVENTORY

BOUNDARIES & EXPECTATIONS

37. It is important for me to consider social expectations while making decisions.

38. I seek the opinions of my family when faced with major decisions.

39. I seek the opinions of my friends when faced with major decisions.

40. The values of my institution are consistent with my own.

- Tell me about a time when you think you made the right decision. How did you do that? Who did you talk with before making that decision?
 - Tell me about a time when you were encouraged to do something in which you were successful. Who encouraged you? How?
 - Describe someone you consider your role model. Why do you consider him/her as your role model?
 - Tell me about a time when the rules set by your family or school helped you make the right decision.
 - Tell me about a time when your friends had a positive impact on our decision making.

CONSTRUCTIVE USE OF TIME

41. I am working hard to be successful.

42. I have good time management skills.

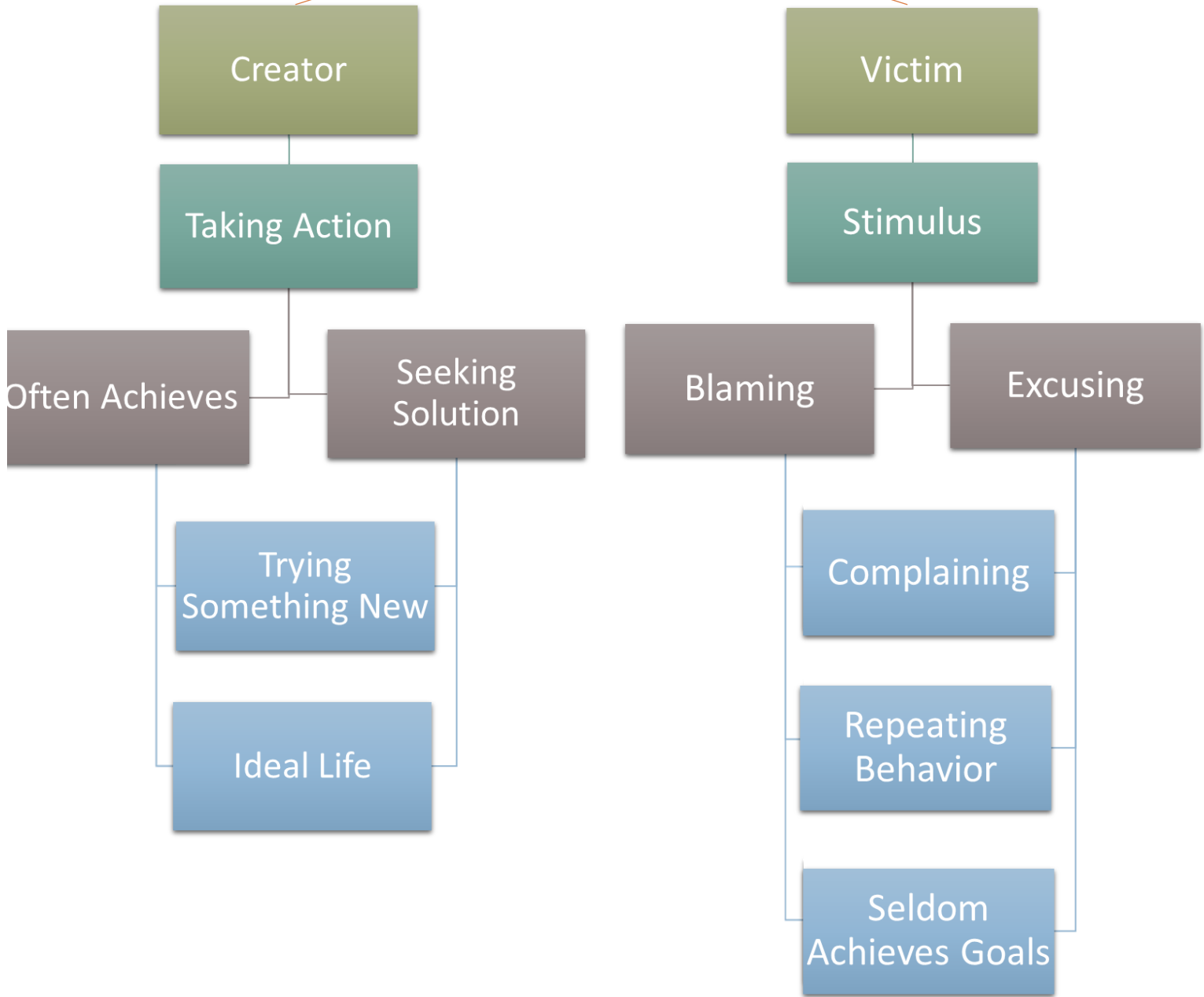
43. I turn in all my assignments on time.

44. I successfully balance my academic pursuits with my personal life.

- Tell me about a time when going the extra mile paid off for you.
 - When was the last time that you were really excited about an event? What was exciting about it?
 - Tell me about a time when you did an excellent job prioritizing tasks. How did you do it? How did you go about determining what was most important?
 - Tell me about a time when you came through for someone (individual or group). What did you do and how did you do it? How did this make you feel?
 - Describe the types of people with whom you work best. Give me a specific example involving positive collaboration.
 - Who brings out the best in you?
 - Name the hardest working person you know. Explain in detail what separates her/him from the pack.
 - Tell me about a project or activity that made you lose track of time; that is, you spent hours upon hours on the activity without even thinking about it.
 - Tell me about a time when you worked on a successful project that required a great deal of planning. How did you make it happen? Who were the key players?
 - What is the best time of day for you to get things done?
 - Tell me about a tough deadline that you were able to meet. How did you do it? Who were the key players?

VICTIM-CREATOR ROAD MAP: EXAMPLE 1

Choice



VICTIM-CREATOR ROADMAP: EXAMPLE 2



APPRECIATIVE ADVISING RUBRIC AND EVALUATION

Appreciative Advising Stages and Features	GOOD	BETTER	BEST
<p>DISARM</p> <ol style="list-style-type: none">1. Warm welcome2. Safe and comfortable environment3. Appropriate self-disclosure4. Appropriate nonverbal behavior	<p>Advisor focuses only on the content of advising a facilitating course registration.</p> <p>Student does not feel engaged or connected.</p>	<p>Advisor focuses on both content and the student in advising.</p> <p>Student provides some input.</p>	<p>Advisor makes personal connections with the student in advising; considers advising as student-centered.</p> <p>Student feels engaged and makes personal connections with advisor.</p>
<p>DISCOVER</p> <ol style="list-style-type: none">5. Effective open-ended questioning6. Attending behavior and active listening7. Strength-based story reconstruction	<p>Advisor asks strength-based questions.</p> <p>Student reflects on past experiences.</p>	<p>Advisor asks strength-based questions based on student stories.</p> <p>Student reflects on assets.</p>	<p>Advisor not only asks questions, but also reconstructs the stories to highlight student assets.</p> <p>Student tells and listens to their stories with their assets highlighted.</p>
<p>DREAM</p> <ol style="list-style-type: none">8. Creating powerful images9. Prospective framework for dreaming10. Making purposeful connections between the DREAM and DISCOVER phases	<p>Advisor asks about student's future plan.</p> <p>Student is encouraged to think about the future.</p>	<p>Advisor encourages student to dream of the future.</p> <p>Student creates future images in day dreams.</p>	<p>Advisor facilitates student dreaming based on the assets discovered.</p> <p>Student constructs future image based on strengths and assets.</p>

APPRECIATIVE ADVISING RUBRIC AND EVALUATION

Appreciative Advising Stages and Features	GOOD	BETTER	BEST
<p>DESIGN</p> <ul style="list-style-type: none"> 11. Teach students how to make decisions 12. Provide positive feedback 13. Be aware of the curse of knowledge 14. Making effective referrals 	<p>Advisor constructs academic plan for the student. Student is informed.</p>	<p>Advisor constructs academic plan based on student's input. Student is informed and her/his comments and input are valued.</p>	<p>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.</p>
Appreciative Advising Stages and Features	GOOD	BETTER	BEST
<p>DELIVER</p> <ul style="list-style-type: none"> 15. Energize students to be their best 16. Engender academic hope 17. End the conversation well 18. Follow up 	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>DON'T SETTLE</p> <ul style="list-style-type: none"> 19. Challenge and support 20. Raise the bar 21. Virtuous cycle 	<p>As long as the designed plan has been followed, both the advisor and the student are satisfied.</p>	<p>Advisor encourages student to set higher expectations after initial success.</p>	<p>Advisor has high expectations for the student and purposefully provides challenge and support to encourage student to have high self-expectations.</p>

Deborah West, MA

Executive Director for The Center for Institutional,
Faculty, and Student Success - All Campuses
dwest@vcom.vt.edu
540-231-3693

Alexandria Brice, PhD

Director for Student and Institutional Academic Success
Auburn Campus
abrice@auburn.vcom.edu
334-442-4061

Jasmine Oliver, BS

Director of Faculty and Staff Development
Auburn Campus
joliver@auburn.vcom.edu
334-442-4034

Mary Ann Taylor, PhD

Director of Academic and Counseling Services
Auburn Campus
mtaylor@auburn.vcom.edu
334-442-4037

The Center for
Institutional, Faculty,
and Student Success



Academic
Assistance

Counseling

Advising

Peer
Tutoring



Edward Via College of
Osteopathic Medicine
VIRGINIA • CAROLINAS
AUBURN