

The background is a solid blue color with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The largest droplets are located in the top-left and bottom-right corners, while smaller ones are more numerous in the center and bottom areas.

APPRECIATIVE ADVISING

NATALIE FADEL, PSY.D.

EDWARD MAGALHAES, PH.D., LPC

MARY ANN TAYLOR, PH.D.

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



APPRECIATIVE ADVISING- DEFINITION

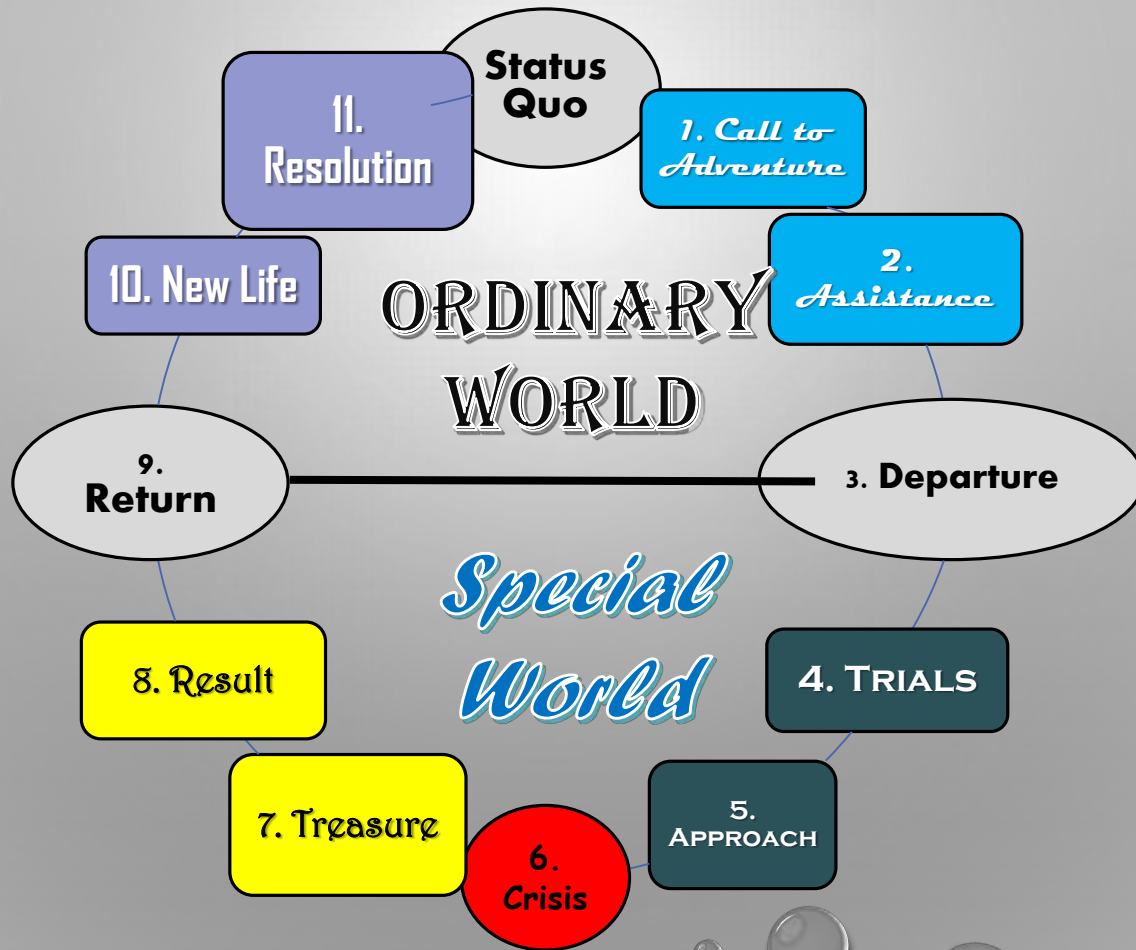
**“THE INTENTIONAL COLLABORATIVE PRACTICE OF ASKING
POSITIVE, OPEN-ENDED QUESTIONS THAT HELP STUDENTS
OPTIMIZE THEIR EDUCATIONAL EXPERIENCES AND ACHIEVE
THEIR DREAMS, GOALS, AND POTENTIALS.”**

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 POSSESS 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.



ORDINARY WORLD

Special World

6.
COMLEX

5. THE
CENTER

The Center for
Institutional, Faculty,
and Student Success

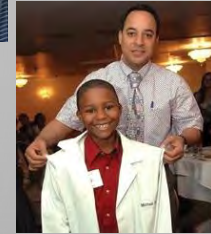
4. OMS 1
& 2
CURRICULUM



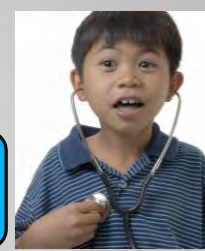
3.
Orientation
Day / OMS
I



2. D.D.
Assistance



1. The
D.D.
Calling



Daily
Life

11.
Doctor
...



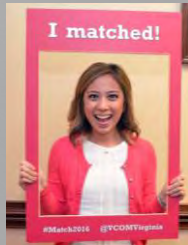
10. Now a
D.D.



9.
Graduation
Day



8. OMS IV -
Matching



7.
Passing
Boards





The **6**
Phases of
APPRECIATIVE ADVISING

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

DISARM



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

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

19:27

Thursday, February 3

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.



slide to unlock potential

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Important Pre-Appointment Considerations



How do you prepare?



Web Presence



Comfortable Seating



Personable Office



Waiting Area

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



Smile!

Stand!

The Four S's

Shake hands!

See!

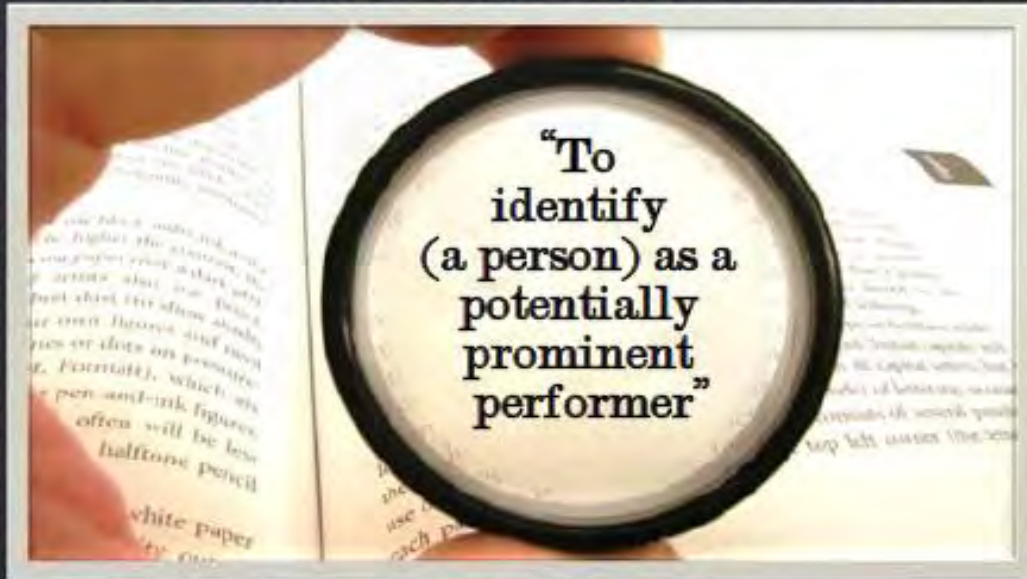


© LPI / Bacroft Images

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?

DISCOVER



**“To
identify
(a person) as a
potentially
prominent
performer”**

<http://www.dictionary.com>

Pin It

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Pinterest

DISCOVER



10/18 11:22 '11



Only
Appreciative Education



10/18 11:22 '11



Pin it by
Jenny Bloom



10/18 11:22 '11



Only
Appreciative Education



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10/18 11:22 '11

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)

<http://www.appreciativeadvising.net>

 DISCOVER

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"/>

DREAM



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/020829jb.htm>

FIND THE DISCREPANCIES

- Is there a disconnect between what they hope to do and the steps they are taking towards their goals?
- Explore options and emphasize the validity in making alternate choices should circumstances or situations change.
- Encourage “zooming out”
- How do you think you’ll feel about this 1 year, 5 years, 10 years from now?

Important Advisor Behaviors



**MORE THAN
ONE RIGHT
ANSWER**

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



DESIGN



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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.



S

- **Specific**: State exactly what you want to accomplish (Who, What, Where, Why)

M

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

A

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

R

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


T

- **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?

 DESIGN

Design
Questions



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.

Co-Creating a Plan DESIGN



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?”

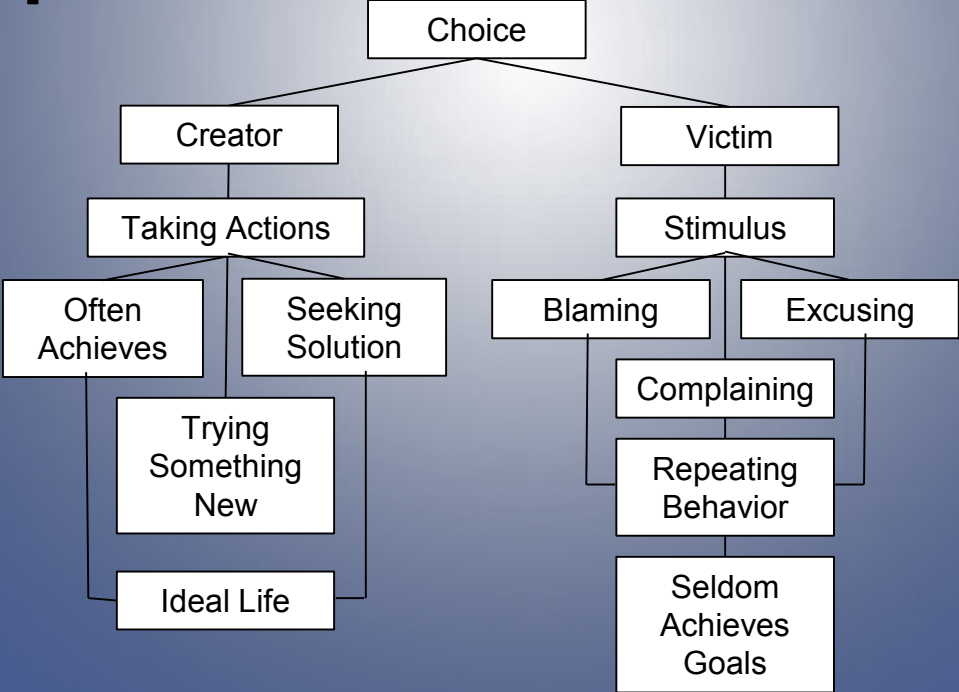
VICTIM VS CREATOR

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.

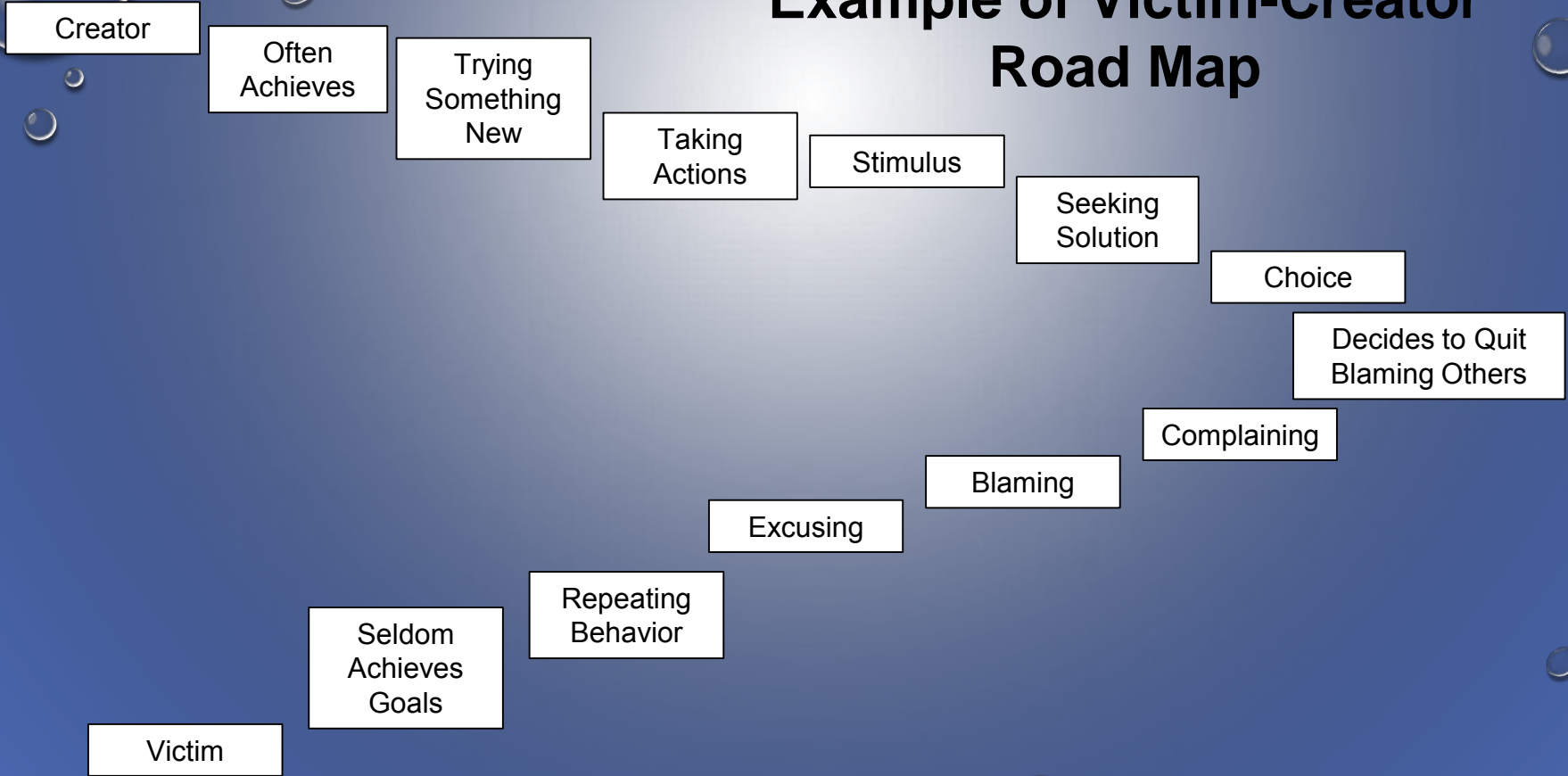
VICTIMS: DO NOT TAKE FULL RESPONSIBILITY FOR THEIR BEHAVIORS AND BELIEFS; THEY SEE THEMSELVES AS CASUALTIES OF LIFE. VICTIMS HAVE AN *EXTERNAL LOCUS OF CONTROL*.

EVERY DAY, INDIVIDUALS CHOOSE TO RESPOND TO SITUATIONS AS A CREATOR OR A VICTIM.

Example of Victim-Creator Road Map



Example of Victim-Creator Road Map



REFRAME EXAMPLES- “LIST & RESPOND”

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

 DELIVER



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/020829jb.htm>

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

 DELIVER

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?

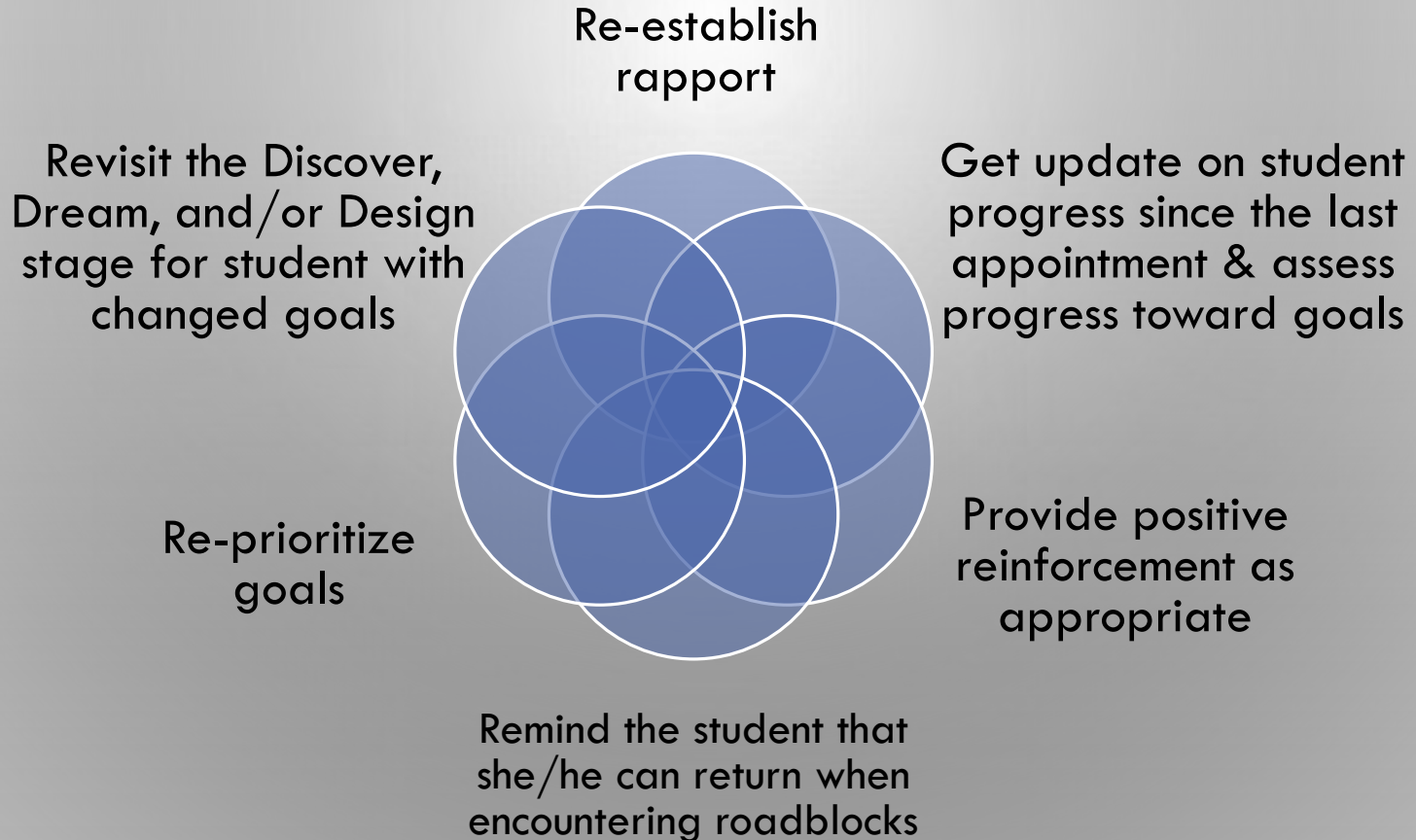
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(2007). Giving advice
that makes a difference.
In G. L. Kramer (Ed.),
*Fostering student success in
the campus community* (pp.
171-192). San Francisco:
Jossey-Bass.

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:



 DON'T SETTLE



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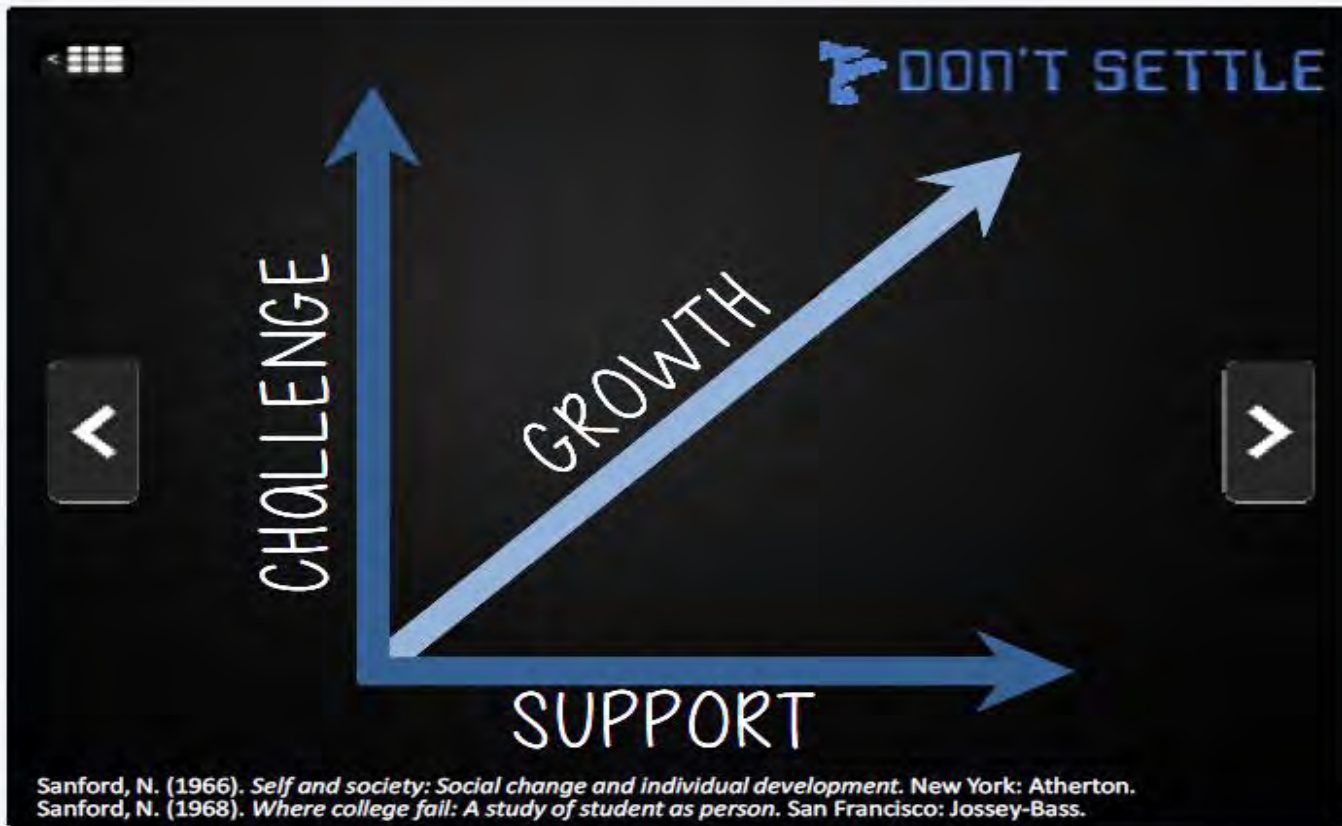


DON'T SETTLE

GOOD
IS THE ENEMY OF
GREAT

-JIM COLLINS

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




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?



Appreciative Advising Stages and Features	Evaluation		
	Disarm	Good	Better
1: Warm Welcome 2: Safe and Comfortable Environment 3: Appropriate Self-disclosure 4: Appropriate Nonverbal Behavior	Advisor focuses only on the content of advising; considers advising as facilitating course registration. Student does not feel engaged or connected.	Advisor focuses on both content and the student in advising. Student provides some input in the discussion.	Advisor makes personal connections with the student in advising; considers advising as student-centered. Student feels engaged and makes personal connections with the advisor.
Discover			
5: Effective Open-Ended Questioning 6: Attending Behavior and Active Listening 7: Strength-Based Story Reconstruction	Advisor asks strength-based questions. Student reflects on past experiences.	Advisor asks strength-based questions based on student stories. Student reflects on assets.	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.
Dream			
8: Creating Powerful Images 9: Prospective Framework for Dreaming 10: Making Purposeful Connections between the Dream and Discover Phases	Advisor asks about student's future plan. Student is encouraged to think about the future.	Advisor encourages student to dream of the future. Student creates future images in day dreams.	Advisor facilitates student dreaming based on the assets discovered. Student constructs future image based on strengths and assets.
Design			
11: Teach Students How to Make Decisions 12: Provide Positive Feedback 13: Be Aware of the Curse of Knowledge 14: Making Effective Referrals	Advisor constructs academic plan for the student. Student is informed.	Advisor constructs academic plan based on student input. Student is informed and her/his comments and input are valued.	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.
Deliver			
15: Energize Students to be their Best 16: Engender Academic Hope 17: End the Conversation Well 18: Follow up	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.	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.	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.
Don't Settle			
19: Challenge and Support 20: Raise the Bar 21: Virtuous Cycle	As long as the designed plan has been followed, both the advisor and the student are satisfied.	Advisor encourages student to set higher expectations after initial success.	Advisor has high expectations for the student and purposefully provides challenge and support to encourage student to have high self-expectations.