

APPRECIATIVE ADVISING



PHASE OVERVIEW

Disarm: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

Discover: Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

Dream: Inquire about students' hopes and dreams for their futures.

Design: Co-create a plan for making their dreams a reality.

Deliver: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

Don't Settle: Advisers and students need to set their own internal bars of expectations.

DISARM

Welcome students personally

Be mindful of your nonverbal communication:

- Gestures
- Smile
- Eye contact
- Focus on them

Be mindful of your Verbal Communication

- Call students by name/Be sure they know your name
- Use inclusive pronouns "Let's look at this together." "We can find the answer to that."
- Small talk
- Give feedback to students. "That's great!" "Wow, you are making great progress." "You've had some great experiences."
- Ask for student feedback. "Am I going too fast?" "Would you like some help?" "Any questions?"



DISCOVER

Everybody has a story. Ask positive questions to help us learn our students' stories.

Notice the student's

- Strengths
- Skills
- Passions
- Accomplishments
 - Make students feel "heard" by: Affirming, Rephrasing, or Summarizing what the student is saying in a positive empowering way--"I'm impressed by..." or "It sounds like you..."

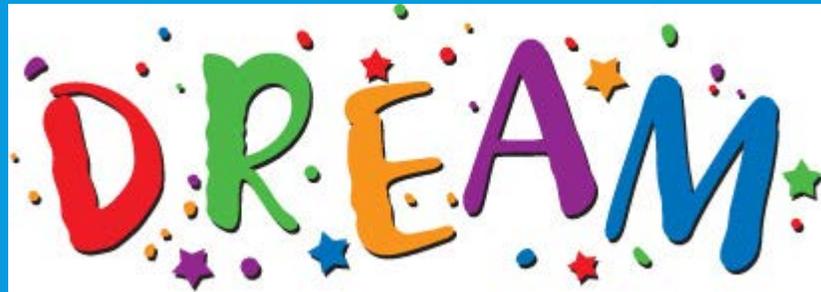


Some discover questions:

- 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 experienced academic success. Why do you consider that a success? What did you do to make it successful? Who helped you?
- What do you like to do in your spare time? (Books, movies, travel, hobbies, etc...)
- What accomplishment are you most proud of? Why?
- Who are the most important role models in your life? Why? (Board of Directors activity)

DREAM

- Listen purposefully, really listen to what the student is trying to convey.
- Make connections between information from the Discover phase and dreams being shared during this phase.
- Encourage students to be open to the possibilities and remind them that there is more than one right answer.



DESIGN



Explain technical information in easy to understand language

- Avoid confusing acronyms

Encourage inquiry and engagement from the student: “That’s a good question.”

- Share options
- Discuss pros and cons of each option

Student makes the decision

Make effective referrals (Take the student to the person they need to speak with, or call someone over, or if it is something they need to do after appointment, write it down-remember to be thorough: who, what , when , where, how)

Work together to set goals and specific sub-goals:

- Clarify who is responsible for what by what date – talk about approaches and ideas

DELIVER



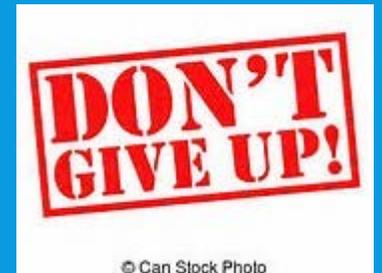
- At the end of the advising session: Review what you have accomplished in this session (components of your degree audit (academic requirements), liberal arts requirements, campus resources)
- Review the student's responsibilities and your responsibilities and deadlines you have established
- Encourage the student to contact you with any problems or concerns
- Reiterate your confidence that the student can accomplish the goals they set
- Energize Students to be their best: *"Simply put, a leader's job is to energize others. Notice that I don't say it is 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."* (Tichy, N.M. The Leadership Engine)
- Conversation closure:
 - "Do you have any questions for me?"
 - "Is there anything else that I should have asked you?"
 - "Thanks so much for coming. I really enjoyed meeting with you. Please don't hesitate to contact me if you have any questions."

DON'T SETTLE

- Have high expectations for yourself
- Don't just deliver but go to next degree every time.
 - If this were your son or daughter, how would you advise?
 - How do you want them to feel after working with you?

Adapted from: The Appreciative Advising Revolution

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



DREAM ACTIVITY

